Utah CGP-Closing the Gap Action Plan (Large Group) 2004-2005∗

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

hool____American Fork Junior High__District__Alpine School District
rget Group:___9th grade Students_____

rget Group selection is based on the following data/information/school improvement goal:____May 2004 Comp Guidance Needs
sessment. Student Responses identified the need to understand high school graduation requirements as #1 Need.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders. . ."	Start/End Dates	Projected # o Students Impacted
ncrease nderstanding of aduation equirements.	Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.	Class game Lesson plan using Utah Career Guide	Geography teachers and 9th grade counselor	Pre and Post test	October 2004 to February 2005	480 9th grade students

_____   6-23-05   _____   Suzanne Riley
incipal's Signature   Date   Date of Staff Presentation   Prepared By

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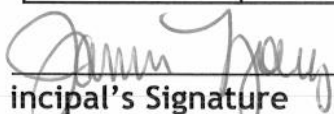dapted from the ASCA National Model: A Framework for School Counseling Programs

Utah CGP- Closing the Gap Result Report (Large Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

hool: American Fork Junior High_____District   Alpine School District_

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Suzanne Riley, 9th grade counselor	All 9th grade students	-Power Point game -Samle Transcripts -Utah Career Planning Guide	October 2004 to February 2005	480	The average score, the percent gained was 24.9%. 5% did not post test	Students started asking relevant questions about graduation and credits. -Students were able to analyze credits and requirements better at 9th grade SEOPs in prep for 10th grade.	Students can plan more effectively and GRADUATE!

incipal's Signature   Date   Date of Staff Presentation   SUZANNE RILEY
          6-23-05   Prepared By

Japted from the ASCA National Model: A Framework for School Counseling Programs   **Include actual numbers supporting conclusions and attach data, examples and documentation

Utah CGP-Closing the Gap Action Plan (Small Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

hool_American Fork Junior High_____District___Alpine School District_____

rget Group:_____8th Grade Students_____

rget Group selection is based on the following data/information/school improvement goal:Struggling readers within the 8th grad

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders. . ."	Start/End Dates	Projected # o Students Impacted
:udents will acquire :ills for improving arning by becoming roficient readers.	AFJR's DRSL: Students will develop as a community of readers and increase reading skills through participation in various reading programs offered at AFJR.	Counselors will provide information about reading classes during registration. -Counselors will identify struggling readers and make phone calls to parents informing them of interventions. -Counselors will emphasize reading and long-term school success using reading during SEOPs.	Professional Development activities by the school and district.	Using the 8th grade as samples, we will do a parent and student survey of reading classes taken along with self-identified reading proficiency level and compare it with IOWA reading data.	Registration date: March 2004 End: 8th grade SEOPs by February 2005	456 8th grade students impacted. 120 struggling or average readers (included in 456 total students.

_____   6-23-05   _____   _____

incipal's Signature   Date   Date of Staff Presentation   Prepared By
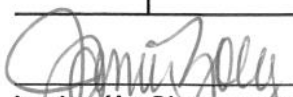
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Utah CGP-Guidance Activities Resu Report (Small Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

hool__American Fork Junior High   _District__Alpine School District

ounselo r	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test, competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does th data tell you What can the student do with this now
dele 'hiteley	8th grade students (Targeting the struggling and average readers within the 8th grade)	Registration materials SEOP handouts (See Samples) SEOP surveys	March 2004 Through February 2005	109 students identified as average or low average readers. 29 readers identified as struggling readers.	IOWA and CRT test scores compared from : SAT-9 reading scores 5th grade CRT Language scores 6th and 7th grades IOWA reading scores 8th grade Individual parent and student surveys during SEOPs to identify the perception of whether the student is proficient, average, or struggling reader.	The results were very interesting. Approximately 93% of parents surveyed identified their students correctly as proficient, average, or struggling as compared with standard test scores. 78% of students identified as struggling or low average who took a reading intervention (in 7th or 8th grade) made significant progress as reported by parents. Only 19% of parents of ave and struggling readers who didn't take a reading intervention felt their students made a significant progress. (8th grade CRTs will be used to confirm progress.)	This gives us grea information to us when identifying the upcoming struggling and low-average readers. We car tell students and parents that they have a much better chance of becoming proficient readers if they take advantage o our reading intervention programs. We will also use this to provide more interventions for needy students.

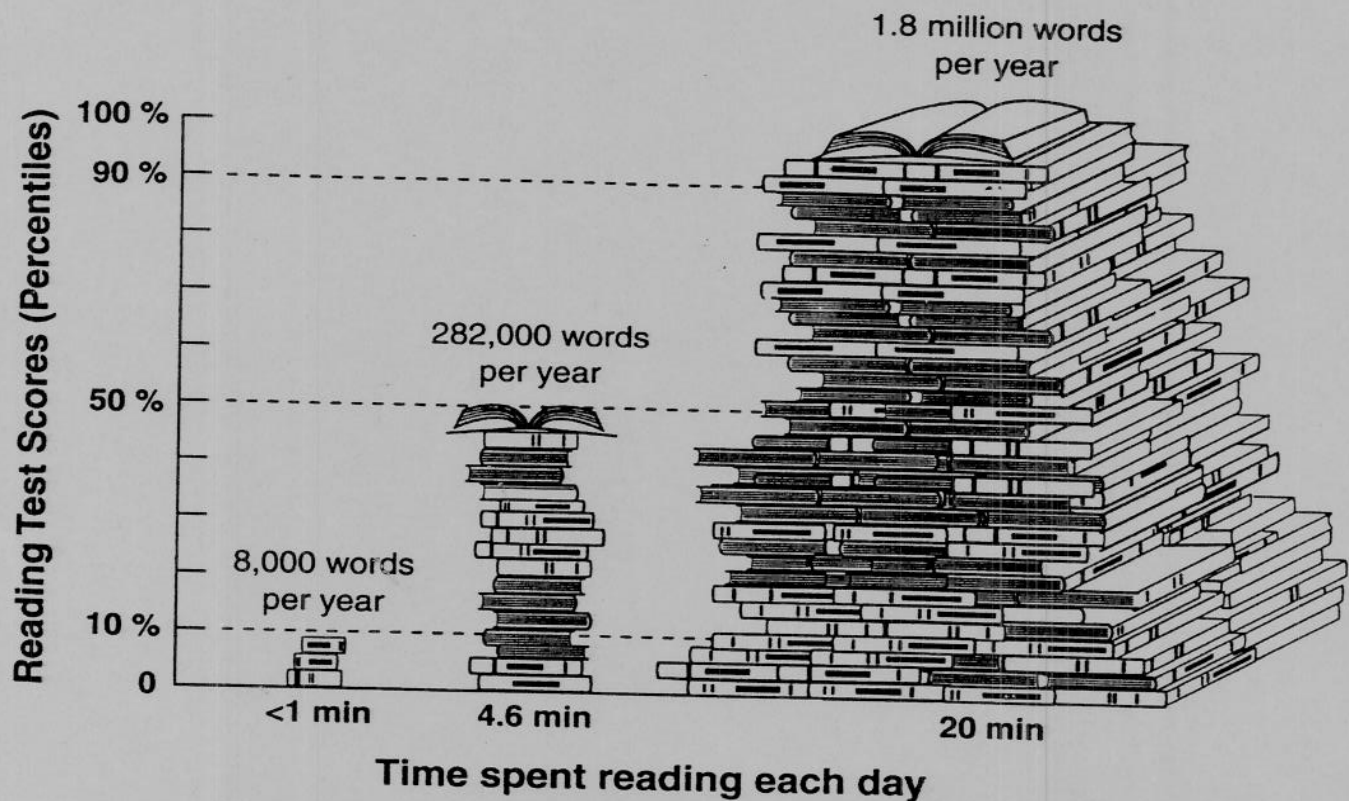6-23-05

incipal's Signature   **Date**   **Date of Staff Presentation**   **Prepared By**

dapted from the ASCA National Model: A Framework for School Counseling Programs   **Include actual numbers and attach data, examples and documentation

HOW MUCH TIME DO YOU SPEND READING EACH DAY?

Reading Test Scores (Percentiles) (vertical axis): 100 %, 90 %, 50 %, 10 %, 0

1.8 million words per year

282,000 words per year

8,000 words per year

<1 min   4.6 min   20 min

Time spent reading each day

READING is a cornerstone for a child's success in school and throughout life!

The powerful influence of early reading on later reading and vocabulary growth was demonstrated when researchers had children keep diaries of how they spent their time when they were not in school. As shown in the above picture, the very best readers, those who scored better than 90 percent of their peers on reading tests, read for more than twenty minutes a day (about 1.8 million words yearly), while those at the fiftieth percentile read only 4.6 minutes a day (282,000 words yearly). The poorest readers, those children reading below the tenth percentile, read less than one minute each day (a meager 8,000 words a year), and would require one year to read what the best readers read in two days!! (Copyright permission granted, 2004, Random House)

Read

to

Achieve!!!

Name: _____

Post-Test on Graduation (2008)

1. The number of credits I must earn to graduate is _____27.0 credits___ .

2. How many credits am I expected to earn in 9th grade?_ 6.0 credits

3. G. P. A. stands for <u>Grade Point Average</u>.

4. A 4.0 stands for <u>Straight A's or a perfect GPA</u>.

5. What letter grades will give credit for passing a class? <u>A, B, C. D</u>

6. What grade does not give credit for passing a class? ___F___

7. Can an "F" grade ever go off my transcript? ___No_____

8. What is the new graduation requirement in 2008? <u>Gen. Financial Literacy</u>

9. What does MC stand for? __<u>Math Core</u>

10. What is the minimum level of math for graduation credit? <u>Elementary Algebra or Alg. 1</u>

11. What does 1.0 credit mean? <u>One year of credit in a class (.25 x 4 = 1.0)</u>

12. What does ACT mean <u>American College Test</u>

13. What is UPASS <u>Utah Performance Assessment System for Students or the state testing program</u>

14. What does "test window" mean? <u>Dates during which test is given</u>

15. What does "concurrent enrollment" mean? <u>Students enrolled in certain h.s. courses may also be enrolled in a "companion" college class.</u>

Bonus Points: List as many required credit amounts as you know:

English	=	3.0	credits
Lang. Art/Comm.	=	1.0	credits
Math Core	=	2.0	credits
Science Core	=	2.0	credits
Science or Math	=	1.0	credits
Social Studies	=	3.0	credits
Fine Arts	=	1.5	credits
Health	=	.5	credits
Movement/Fitness	=	1.5	credits
Computer Technology	=	.5	credits
Financial Literacy	=	.5	credits
Applied Tech Ed.	=	1.0	credits
Electives	=	9.5	credits

Utah CGP - Guidance Activities Action Plan (Large Group) 2004 - 2005*

School: <u>Canyon View Jr. High School</u>   District: <u>Alpine</u>

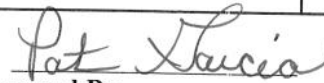Target Group:(whole school, entire class) <u>Total Student Population</u>

Target Group selection is based upon the following data/information/school improvement goals: <u>A very large percentage of tardies school-wide during the school year 2003 - 2004 which constituted less learning in the classroom.</u>

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Interventions(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
Reduction in classroom tardies from the 2003 - 2004 school year to the 2004 - 2005 school year.	I. Responsible citizen: 1. Students are accountable for personal choices & act ethically. 2. Students act as responsible citizens in their community. IV. Complex Thinkers: 1. Students make connections between classroom life and experiences.	I. After 3rd tardy, student meets with tracker and letter is sent home. II. After tardies 5,6 & 7, student sets goal with counselor & serves a lunch detention for each tardy. Counselor calls home. III. 8th tardy requires meeting with administrator & 1 hr. after school detention. IV. After tardies 9 & 10, student serves after school detention V. Students earning no tardies during the term are invited to participate in a "No Tardy Party" or activity.	I. ISS facility and facilitator. II. Training for all applicable staff. III. Students informed of the new tardy policies (also in planner)	Year end tardy average per student in 2003 - 2004 versus 2004 - 2005	August, 2004 to May of 2005	1200 (entire student body)

Principal's Signature   Date <u>11-10-04</u>   Date of Staff Presentation <u>8/24/04</u>   Prepared By <u>Pat Garcia</u>

*adapted from the ASCA National Model: A Framework for School Counseling Programs

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Utah CGP - Individual Planning : SEOP Guidance Activities Results Report 2004 - 2005*

School_Canyon View Jr. High School   District: Alpine

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data Number of students affected**	Perception Data Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement date, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
Mike Olsen	Entire Student body of 1184 students.	School tardy policy and consequences.	August 2004 to May 2005	Entire student body.		In the school year of 03 - 04 there were 28,342 recorded tardies. In the school year 04 - 05 there were 16,660 recorded tardies. That represents a 41% reduction in tardies.	Consistent intervention and problem solving reduces tardies.

Principal's Signature   Date   Date of Staff Presentation   Prepared By

Utah CGP - Closing the Gap Action Plan (Small Group) 2004- 2005 *

School **Canyon View Jr. High School** District **Alpine**

Target Group: **26 7th Grade Math Students**

Target Group selection is based upon the following data/information/school improvement goals: **School Improvement Goal: Supporting the use of math in all content areas.**

Intended Student Behavior	Identify the Utah CGP Student outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Need	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
An improvement in the effectiveness of the 7th grade math tutorial program from the year 2003 - 2004 (Plato) to 2004 - 2005 (6th Grade CMP)	I. Effective communicator: Students communicate effectively by implementing quality work standards. II. Responsible Citizen: Students are accountable for personal choices & act ethically. III. Computer and Information Literate: 1.Students use appropriate technology to expand learning. 2.Students can obtain reliable & relevant information to form reasonable conclusions. 3. Students organize, analyze, evaluate & apply information gathered. IV. Complex Thinker: 1. Students use multiple thinking strategies to solve problems. 2. Students reflect on & evaluate their learning for the purpose of improvement.	1. Get referrals for lab from 6th grade teachers. 2. Get referrals from 7th grade math teachers. 3. Assign students to lab (one period per day). 4. Collaborate with lab instructor on a regular basis.	I. CMP curriculum for students. II. Training for Lab Instructor III. Referral from 6th & 7th grade teachers.	Statistical comparison of rate of improvement using data from 2003 - 2004 and 2004 - 2005.	August, 2004 to May, 2005.	26 Students in Math Lab.

Principal's Signature _____

Date _**11-10-04**_

Date of Staff Presentation _**8/24/04**_

Prepared By _Pat Garcia_

*adapted from the ASCA National Model: A Framework for School Counseling Programs

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Utah CGP - Closing the Gap Results Report (Small Group) 2004 - 2005 *

School: Canyon View Jr. High School   **District: Alpine**

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
Mike Olsen	7th graders struggling in math.	Math lab pull-out class.	November 2004 to May 2005.	34 students		35% received the same grade in math at the conclusion of the year. 29% received a higher grade at the conclusion of the year. 35% received a lower grade.	This program was not effective enough. It will be modified into a guided studies program in which all subjects will be tutored in classes with less than 5 students per section.

Principal's Signature   **Date**   **Date of Staff Presentation**   **Prepared By**

Utah CGP–Guidance Activities Action Plan (Large Group) 2004–2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School _Lakeridge Junior High_____ District _Alpine School District_____

Target Group:(whole school, entire class)_Ninth-grade scholarship club_____

Target Group selection is based upon the following data/information/school improvement goals:__awareness_____

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders. . . "	Start/End Dates	Projected # of Students impacted
Awareness of educational and career information and opportunities available to students	Competency IV Competency V	Presentations by professionals from universities, colleges, and organizations (i.e. concurrent enrollment) Students also attended a leadership conference at UVSC	Counselors to supervise and introduce speakers. Refreshments were provided by the counseling department.	Survey feedback from students (personal communications)	All year The scholarship club met regularly throughout the year (68x)	over 160 students

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Scholarship Club Questionnaire Results

Presentations students attended:

College Prep, Mr. Shephard	
BYU Prof., Dr. Patterson	
Concurrent Enrollment	
U or U, Mr. Remsburg	
UVSC Leadership Conf.	

25 30 35 40 45 50 55 60 65

Presentations students felt were beneficial toward their educational goals:

College Prep, Mr. Shephard	
BYU Prof., Dr. Patterson	
Concurrent Enrollment	
U or U, Mr. Remsburg	
UVSC Leadership Conf.	

10   20   30   40   50   60
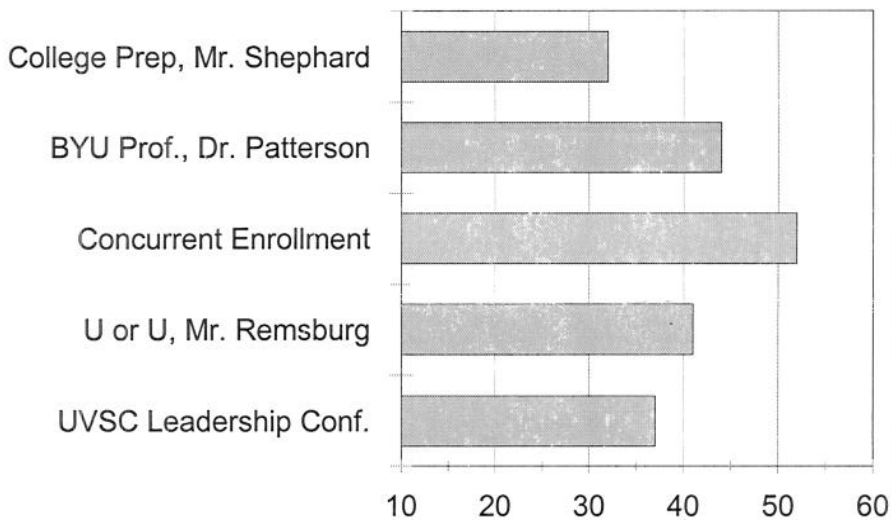
Students that felt the scholarship club assisted them in making academic decisions:
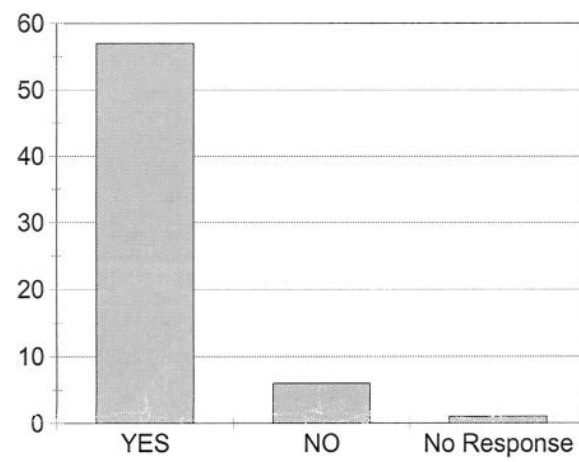
(NOTE: A total of 64 students responded to the questionnaire)

Utah CGP–Closing the Gap Action Plan (Small Group) 2004–2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School _Lakeridge Junior High_ District _Alpine School District_

Target Group: _Girl's Group_

Target Group selection is based on the following data/information/school improvement
goal: _Increase Self-Knowledge_

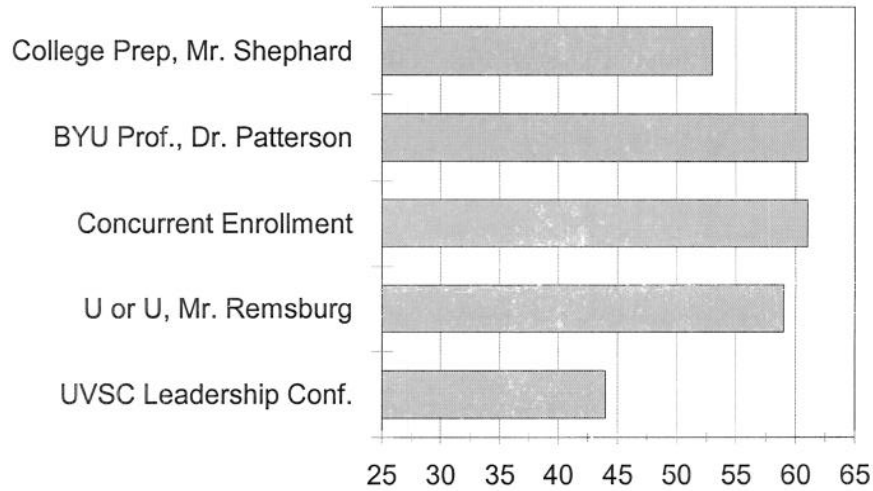| Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders. . ."	Start/End Dates	Projected # of Students Impacted
Increase Self-Concept effective communication interpersonal relationships healthy copy strategies dealing with stress body image conflict resolution Successful Strategies for school	Competency I Competency II Competency III	experential activities group activities discussions role plays presentations/lessons by the counselor	School Counselor School intern	GPA analysis surveys observations of the students' behavior	10 weeks Feb.17– April 14, 2005	9+ (for one group)

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Utah CGP– Closing the Gap Results Report (Small Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School __Lakeridge Junior High__ District __Alpine School District__

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Janette Davenport, Counselor Marie Klotzer (BYU intern)	7th & 8th grade girls group (most of the girls were dealing with family and life stresses)	Internet resources experential activity books small group activity books	Feb. 17– April, 14, 2005	9+	Before the group, some students appeared to be depressed, struggling in school (GPA & attendance), family issues and lacked adequate coping skills.	GPA of most students improved observation of affective change - smiles	Students now have more skills to deal with life challenges (in & out of school) They have developed a greater self-knowledge and have an increased positive self-concept. They have also learned how to interact positively with others.

Girls Group GPA Analysis 2005

	2Q GPA	3/2/05	3/9/05	3/22/05
Student 1	3.46	3.55	3.6	3.73*#
Student 2	3.33	3.19	3.04	3.14
Student 3	2.19	2.55	2.4	2.61*#
Student 4	3.13	2.5	2.6	2.76#
Student 5	1.64	1.77	2.15	2.4*#
Student 6	3.64	2.64	2.34	3.11#
Student 7	3.15	3.26	3.49	3.61*#
Student 8	3.28	3.61	3.56	3.65*#
Student 9	3.96	3.64	3.89	4.0*#

* 6 out of 9 students *improved* their GPA from the end of the second quarter grades to the end of the girl's group (3/22/05).

8 out of 9 students *improved* their GPA from 3/2/05 to 3/22/05, end of the group. (The one student that did not improve was .05 off from improving).

LAKERIDGE JUNIOR HIGH SCHOOL
GROUP COUNSELING EVALUATION

Focus of group: _____ *Date:* _____

Thank you for filling out this evaluation. Your help is important to us in making our groups better for you. Thanks for coming to this group.

PLEASE PUT AN "X" THROUGH THE FACE THAT BEST FITS YOUR ANSWER.

	YES	SOME	NO
1. The counselor/s showed me new ways to do things.	🙂	😐	🙁
2. I learned new ways to figure out problems.	🙂	😐	🙁
3. I had lots of chances to share my ideas in group.	🙂	😐	🙁
4. The group was too noisy for learning.	🙂	😐	🙁
5. I learned some things about myself in group.	🙂	😐	🙁
6. I was able to do what the counselors asked me to do.	🙂	😐	🙁
7. The counselor talked too much.	🙂	😐	🙁
8. I have used ideas from group at home.	🙂	😐	🙁
9. I have used ideas from group at school.	🙂	😐	🙁
10. I would recommend others to sign up for a group.	🙂	😐	🙁

Other things I want to say:

_____

_____

_____

Utah CGP-Guidance Activities Actic... Plan (Large Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School ___Lehi Junior High_____ District ___Alpine_____

Target Group:(whole school, entire class)___Students in 8th grade_____

Target Group selection is based upon the following data/information/school improvement goals:___Based on last year's data, we felt___
___a need to continue improving our students' knowledge in relation to high school and college preparation.___

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
Students and parents will make informed plans for high school and post-high school options. As a result we will see better course taking patterns, a higher percentage pass the UBSCT, and a higher percentage enroll in and complete post-secondary training programs. In the short-term, we will see higher scores on our survey than last year.	Student outcomes: AL:A1 AL:A2 AL:B1 AL:C1 LC:C1 LC:C2 LC:C3	Counselor lesson in science classes Parent/student meeting at night. SEOP Conferences Counselor follow-up in U.S. History classes.	Computer lab access. Online survey developed with help of district research/evaluation director. American Careers Planners Powerpoint presentation Access to 8th grade science and history classes UVSC rep.	pre/post test data from all 8th grade students	12/14/04 5/13/05	355

_____ 9/27/04   August 2005   Lynn Meek
Principal's Signature   Date   Date of Staff Presentation   Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

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Utah CGP-Guidance Activities Resul' Report (Large Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School ___Leni Junior High___   District ___Alpine___

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test, competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Meek Peterson Verburg	8th grade	American Careers Planners SEOP folders Powerpoint presentation online pre/ post test	12/14/04 5/13/05	344	Students in the 8th grade did an online pre test in December prior to our beginning the SEOP process with them. They took the same survey in May after going through the SEOP process. The survey can be accessed at: http:re.alpine.k12 .ut.us/QSurvHTM/ljh_ hs.htm	Average score on the pre-test was 54.6% Average score on the post-test was 76.6% Our post-test score of 76.6% was a 5% improv-ment over last years 71.6%	The data let us know that we did a better job teaching students the information we feel they need to be well prepared to make the most of high school. They indicate a need to further improve delivery of information about ACT, UBSCI, and other issues.

___Principal's Signature___   ___6/13/05___ Date   ___August 2005___ Date of Staff Presentation   ___Lynn Meek___ Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers and attach data, examples and documentation

Lehi Jr. High Survey
Fall 2004

	1 %	2 %	3 %	4 %	5 %	Correct Resp. %
1. What is an SEOP	2.3%	1.6%	Corr. Resp	12.8%	11.5%	71.7%
3. A 4-Year High School plan includes	8.6%	11.8%	2.0%	Corr. Resp	8.6%	69.1%
4. What is a pre-requisite	Corr. Resp	3.6%	2.6%	4.6%	32.9%	56.3%
5. An example of a correct course sequence would be	30.6%	13.2%	5.3%	Corr. Resp	14.8%	36.2%
6. Some examples of college prep classes are	1.6%	4.9%	Corr. Resp	6.6%	11.8%	75.0%
7. What does 4,4,3,3 refer to	5.3%	Corr. Resp	4.9%	1.3%	40.8%	47.7%
8. The ACT test is	58.9%	0.3%	1.0%	Corr. Resp	11.8%	28.0%
9. What are honors classes	3.3%	Corr. Resp	14.5%	4.3%	8.2%	69.7%
10. What is an Advanced Placement class	5.3%	3.0%	Corr. Resp	2.0%	21.4%	68.4%
11. Concurrent Enrollment refers to	Corr. Resp	7.6%	3.3%	3.3%	33.2%	52.6%
12. What is the Electronic High School	4.6%	6.6%	6.3%	Corr. Resp	18.1%	64.5%
13. What is a scholarship	13.5%	3.3%	4.6%	Corr. Resp	3.6%	75.0%
14. What are the benefits of participating in honors classes, etc	10.9%	18.8%	3.3%	Corr. Resp	20.1%	47.0%
15. What happens if you fail a class in 9th, 10th, 11th or 12th grade	5.9%	3.0%	Corr. Resp	17.4%	8.9%	64.8%
16. The greatest single indicator of college success is	Corr. Resp	60.2%	3.6%	2.6%	27.6%	5.9%
17. Utah Basic Skills Competency Test means	16.4%	20.7%	5.6%	Corr. Resp	33.9%	23.4%
True False 18. Foreign language classes are required for graduation from high school	47.7%	Corr Resp				52.3%
True False 19. You get public school credit for taking seminary	32.9%	Corr. Resp				67.1%
True False 20. There are certain academic requirements to be able to play college sports	Corr. Resp	10.9%				89.1%
True False 21. It is possible to be too poor to pay for college	73.0%	Corr. Resp				27.0%

*Question 2 dealing with the steps to take in creating a Student Education/Occupation
plan produced indecipherable values. Sorry.....

Ave 54.6 %

Lehi Junior Survey
Spring 2005

	1 %	2 %	3 %	4 %	5 %	Corr. Responses %
1. What is an SEOP	0.3%	0.7%	Correct Response	6.7%	1.7%	90.6%
*(Indecipherable)						
3. A 4-Year High School plan includes	5.0%	16.4%	3.7%	Correct Response	3.4%	71.5%
4. What is a pre-requisite	Correct Response	5.0%	1.7%	2.0%	5.0%	86.2%
5. An example of a correct course sequence would be	19.1%	15.8%	7.0%	Correct Response	4.7%	53.4%
6. Some examples of college prep classes are	2.3%	3.0%	Correct Response	3.7%	3.7%	87.2%
7. What does 4,4,3,3 refer to	1.3%	Correct Response	3.7%	0.3%	5.4%	89.3%
8. The ACT test is	34.6%	0.3%	1.3%	Correct Response	2.0%	61.7%
9. What are honors classes	1.3%	Correct Response	3.4%	2.7%	3.4%	89.3%
10. What is an Advanced Placement class	3.0%	3.0%	Correct Response	2.7%	7.7%	83.6%
11. Concurrent Enrollment refers to	Correct Response	5.7%	4.4%	2.0%	6.0%	81.9%
12. What is the Electronic High School	4.4%	3.0%	5.7%	Correct Response	3.7%	83.2%
13. What is a scholarship	6.0%	6.4%	2.3%	Correct Response	1.7%	83.6%
14. What are the benefits of participating in honors classes, etc	20.1%	15.4%	5.0%	Correct Response	5.0%	54.4%
15. What happens if you fail a class in 9th, 10th, 11th or 12th grade	7.0%	2.7%	Correct Response	7.4%	4.0%	78.9%
16. The greatest single indicator of college success is	Correct Response	21.5%	2.7%	1.3%	11.7%	62.8%
17. Utah Basic Skills Competency Test means	12.4%	17.8%	13.8%	Correct Response	3.7%	52.3%
True False 18. Foreign language classes are required for graduation from high school	17.4%	Correct Response				82.6%
True False 19. You get public school credit for taking seminary	15.1%	Correct Response				84.9%
True False 20. There are certain academic requirements to be able to play college sports	Correct Response	12.1%				87.9%
True False 21. It is possible to be too poor to pay for college	33.2%	Correct Response				66.8%

*Question 2 dealing with the steps to take in creating a Student Education/Occupation
plan produced indecipherable values. Sorry.....

Ave 76.6 %

n=298

Utah CGP-Closing the Gap Action Plan (Small Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Lehi Junior High   District Alpine

Target Group: At-risk students who are struggling specifically because of issues related to parent divorce.

Target Group selection is based on the following data/information/school improvement goal: We have noted a significant increase in

requests for help with divorce issues. These requests have come from a vareity of sources: students, parents, teachers, etc.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
Increased ability to solve problems and cope with the issues of divorce in their personal lives. Increase their performance in school as measured by improved GPA. Develop stronger connections with counselors and other students to facilitate stronger social support.	Student outcomes: AL:A3 AL:B1 PS:A2 PS:B3 PS:C2	Students who need this help will be identified using self-referral, staff referral, parent referral, student referral, and publicity such as morning announcements and the student newspaper. Divorce groups will be formed as needed and will run for 10 weeks under the direction of the counselors.	Divorce group curriculum and activities. Counselor time FERPA documents budget	Students will fill out a survey at the beginning of the group experience and then a follow-up survey during the last group session. GPA will be checked at the beginning of the group and again during subsequent terms.	11/05/04 5/10/05	15-25

_____   9/27/04   Jan. 28, 2005   Lynn Meek
Principal's Signature   Date   Date of Staff Presentation   Prepared By
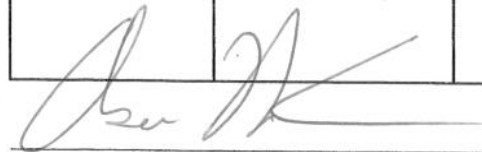*adapted from the ASCA National Model: A Framework for School Counseling Programs

ENTERED

Utah CGP- Closing the Gap Results Report (Small Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School___Lehi Junior High_____District___Alpine_____

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Peterson Meek	Students with parents who are either divorced or in the process of divorcing.	"Helping Students Cope With Divorce" by Anne Spencer and Robert Snapiro 1993 We supplimented this with many of our own ideas	11/05/04 5/10/05	29	15 students improved their gpa by at least .3 from the time they joined group to the end of the year. All group members reported that they felt it was useful and enjoyed the experience.	See perception data column.	At the end of the group experience students felt better about their situation and their ability to cope with the issues of divorce. Students generally did better academically when their personal lives were in a better place.

_____   6/13/05   August 2005   Lynn Meek
Principal's Signature   Date   Date of Staff Presentation   Prepared By
*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers supporting conclusions and attach data, examples and documentation

Utah CGP– Closing the Gap Action Plan (Small Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School _Mountain Ridge Junior High_ District _Alpine School District_

Target Group: _At-Risk Students_

Target Group selection is based on the following data/information/(school improvement goal) _Afford opportunities for students to become academically successful as well as responsible, contributing citizens._

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Interventions(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
Increased academic & social success	Standard VIII	Teach study skills. Teach interpersonal & decision making skills. Decrease problems with tardes and attendance.	2 counselors 1 teacher "Why Try" Curriculum	Final grades for all 4 quarters, Citizenship grades for all 4 quarters,	August 2004 thru May 2005	10

Principal's Signature _[signature]_

Date _5/26/05_

Date of Staff Presentation _5-26-05_

Prepared By _[signature]_

*adapted from the ASCA National Model: A Framework for School Counseling Programs

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Utah CGP– Closing the Gap Results Report (Small Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School _Mountain Ridge Junior High_ District _Alpine School District_

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Cassey Thomas Anette Bearden	At-risk students	"Why Try" curriculum	Aug 2004- May 2005	13	Used final grades, citizenship grades, and attendance for each quarter.	No significant change in academics, citizenship, attendance and decision making. Significant change in interpersonal relationships	Study skills and decision-making skills were taught. It is the students' choice if they use these tools or not. Positive interpersonal relationships were shared and encouraged.

Principal's Signature _____   Date _5/26/05_   Date of Staff Presentation _____   Prepared By _____ _5-26-05_

*adapted from the ASCA National Model: A Framework for School Counseling Programs   **Include actual numbers supporting conclusions
and attach data, examples and documentation

ENRICHMENT STUDY SKILLS
2004-2005
(Number of "F" grades each quarter)

STUDENT	GRADE	TERM 1	TERM 2	TERM 3	TERM 4
Cameron Anderson	7	0	0	0	0
Marshall Anderson	8	6	4	5	5
Daniel Bangerter	7	0	0	1	0
Kastle Christensen	7	3	0	4	5
Sara Clegg	9	3	3	1	1
Quinton Collier	9	3	0	2	2
Cameron Davis	9	0	2	2	2
Mason Davis	9	4	6	4	4
Aaron Dyer	8	0	0	0	0
Brady Frampton	9	5	6	1	4
Phoenix Myers	9	0	0	1	1
Clinton Randall	9	3	4	4	3
David Ridgway	9	3	2	1	4

ENRICHMENT STUDY SKILLS
2004-2005
(Citizenship Grades – based on attendance & behavior)
(*Number of Unsatisfactory & Needs Improvement Grades)

STUDENT	GRADE	TERM 1	TERM 2	TERM 3	TERM 4
Cameron Anderson	7	0	0	0	0
Marshall Anderson	8	N-1 U-1	U-1	U-2	U-4
Daniel Bangerter	7	N-1	0	N-1	0
Kastle Christensen	7	0	N-1	U-4	N-2 U-4
Sara Clegg	9	0	0	0	0
Quinton Collier	9	N-1	N-1	U-1	N-1 U-1
Cameron Davis	9	0	U-1	N-2	N-1
Mason Davis	9	N-1 U-1	N-1	0	0
Aaron Dyer	8	0	0	0	N-1 U-1
Brady Frampton	9	0	N-1	0	0
Phoenix Myers	9	N-1	N-2 U-2	N-1 U-1	N-1 U-2
Clinton Randall	9	N-1 U-1	N-4	U-1	U-1
David Ridgway	9	0	0	0	0

Utah CGP–Guidance Activities Action Plan (Large Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School _Mountain Ridge Junior High_ District _Alpine School District_

Target Group: (whole school, entire class) _whole school_

Target Group selection is based upon the following data/information/school improvement goals: _Afford opportunities for students to become academically successful as well as responsible, contributing citizens._

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
Students and parents will use information discussed in the SEOP to make informed choices about academics and future careers.	Standard XI	Individual SEOPs for 7th, 8th & 9th grades.	3 counselors & 1 registrar.	Self-Assessment & post test surveys given at the end of each SEOP.	January 2005 - May 2005	437

Principal's Signature   Date _5/26/05_   Date of Staff Presentation _5·25·05_   Prepared By _____

*adapted from the ASCA National Model: A Framework for School Counseling Programs

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Utah CGP-Guidance Activities Results Report (Large Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School _Mountain Ridge Junior High_ District _Alpine School District_

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test, competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Cassey Thomas Annette Bearden Tom Louisiana	7th, 8th, 9th grades.	Self-assessment and post test survey.	January 2005. May 2005	437	Pre test = Very Helpful 18.4% Helpful 44.4 Not Helpful 37.2% Post test = Very Helpful 57% Helpful 43% Not Helpful 0%	Individual SEOPs are reported as effective as determined by parents results on post test surveys	Parents and students will use information discussed in the SEOP to make informed choices about academics and future careers.

_____   _3/26/05_   _5-25-05_   _____
Principal's Signature   Date   Date of Staff Presentation   Prepared By

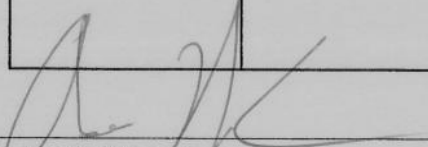*adapted from the ASCA National Model: A Framework for School Counseling Programs   **Include actual numbers and attach data, examples and documentation

School: Oak Canyon Junior HIgh_____District: Alpine School District_____

Target Group:(whole school, entire class): 7th and 8th graders_____

Target Group selection is based upon the following data/information/school improvement goals: Improve Remediation, Assessment, and Continuous improvement for student success_____

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders. . . "	Start/End Dates	Projected # of Students Impacted
Students will improve reading 75–100 Lexiles	The DRSL is Complex Thinking with the indicator, Use thinking processes to interpret, organize, and manage information in new and unique ways. Hopefully this will also effect the student's, Life–long Learning.	Read 180 curriculum used. 8 small (10–15 students) sections of reading class added to masters schedule	A reading lab was created with computers to help deliver the Read 180 curriculum. A certified reading specialist and a reading teacher assigned.	The Scholastic Reading Inventory (SRI) will be used, both to choose participants and to measure progress.	Start August 20, 2004. End May 26, 2005.	100–120

	05/16/05	05/16/05	Mike Bearden
Principal's Signature	Date	Date of Staff Presentation	Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

School: Oak Canyon Junior High_____District: Alpine School District_____

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test, competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Mike Bearden Tami Platt Liz Darger	All Students	Read 180	Start– Aug. 20, 2004 End– May 26, 2005	106	Semester 1: 32 students or 57.1% Improved their lexile scores. 15 students or 26.8% improved over 75 lexiles. 18 students or 32.1% made no improvement. Semester 2: 46 students or76.8% Improved their lexile scores. 33 students or 58.9% improved over 75 lexiles. 13 students or 23.2% made no improvement.	Semester 2 students improved significantly more than 1st semester. The combined results are as follows: 75 or 70.8% improved 48 or 45.3% of students improved more than 75 lexiles 31 or 21.7% made no improvement.	Students will read better, which will help with grades in all subject areas. It should also improve complex thinking and life-long learning.

05/16/05
Date

05/16/05
Date of Staff Presentation
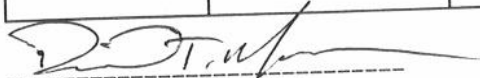
Mike Bearden
Prepared By

Principal's Signature

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers and attach data, examples and documentation

PROGRESS
MONITORING

Oak Canyon Junior High, 05/16/05
Teacher: Mr. Paul Andrus
Class: Period 1 (2nd Term) Reading

Time Period: 08/20/04-05/13/05

STUDENT	GRADE	FIRST TEST in selected date range		LAST TEST in selected date range		GROWTH IN LEXILE*
		LEXILE	DATE	LEXILE	DATE	
	7	361	09/07/04	600	05/11/05	239
	7	893	08/30/04	1123	05/11/05	230
	7	824	08/30/04	1122	05/11/05	298
	7	753	08/30/04	800	05/11/05	47
?	7	1230	09/03/04	1249	05/11/05	19
	8	812	09/09/04	910	05/11/05	98
	8	893	08/26/04	1135	05/11/05	242
	7	807	09/07/04	997	05/11/05	190
	7	827	09/07/04	454	05/11/05	
	7	806	09/03/04	1015	05/11/05	209
	8	958	09/01/04	1013	05/11/05	55
	7	969	09/07/04	1286	05/13/05	317
	8	1062	09/02/04	974	05/12/05	
	9	999	05/11/05	N/A	N/A	
	7	734	09/03/04	916	05/11/05	182

Handwritten:

$x =$ Those improved $x : 43$ 76.8

$y =$ Those who improve over 75 lexiles $y: 33$ 58.9

$z =$ No improvement $z = 13$ 23. $N = 56$

page 2

* Scale for bar chart is based on highest Lexile growth within selected date range.

Using This Report

Purpose:
To identify the growth each student is making, check the dates of the two tests for an individual student. On average, students are expected to grow approximately 75-100 Lexiles per year.

Follow-Up:
Use this information to plan instruction by providing intervention when needed, instructional support, and targeted independent practice.

Handwritten:

$x =$ Those who improved $x = 75$ 70.8

$y =$ those who improved more than 75 lexiles $y = 48$ 45.3 $N = ?$

$z =$ those did not improve $z = 31$ 31.7

Growth Report

PROGRESS
MONITORING

Oak Canyon Junior High, 05/16/05
Teacher: Mr. Paul Andrus
Class: Period 2 (2nd Term) Reading

Time Period: 08/20/04-05/12/05

STUDENT	GRADE	FIRST TEST in selected date range		LAST TEST in selected date range		GROWTH IN LEXILE*
		LEXILE	DATE	LEXILE	DATE	
	7	841	01/21/05	1057	05/12/05	216
	8	847	08/26/04	773	03/16/05	
	8	649	09/10/04	493	05/12/05	
	7	915	09/07/04	956	03/14/05	41
	7	1041	08/30/04	1058	05/12/05	17
	8	931	08/26/04	885	05/12/05	
	8	613	09/10/04	844	05/12/05	231
	8	823	08/26/04	1078	05/10/05	255
	7	873	09/09/04	993	05/12/05	120
	7	968	09/09/04	815	05/12/05	
	7	889	09/03/04	859	05/12/05	
	8	705	09/09/04	725	05/12/05	20

* Scale for bar chart is based on highest Lexile growth within selected date range.

Using This Report

Purpose:
To identify the growth each student is making, check the dates of the two tests for an individual student. On average, students are expected to grow approximately 75-100 Lexiles per year.

Follow-Up:
Use this information to plan instruction by providing intervention when needed, instructional support, and targeted independent practice.

Growth Report

PROGRESS MONITORING

■■SCHOLASTIC SRi

Time Period: 08/20/04-05/13/05

STUDENT	GRADE	FIRST TEST in selected date range		LAST TEST in selected date range		GROWTH IN LEXILE*
		LEXILE	DATE	LEXILE	DATE	
	8	903	08/26/04	754	05/10/05	
	8	962	09/10/04	1176	05/13/05	214
	7	763	09/03/04	725	05/12/05	
	7	957	08/30/04	1224	05/11/05	267
	8	672	09/08/04	596	05/13/05	
	8	1096	09/10/04	1258	05/13/05	162
	7	715	09/03/04	1168	05/13/05	453
	9	837	09/01/04	1029	03/15/05	192
	8	1257	09/01/04	1282	05/11/05	25
	8	BR	09/10/04	563	05/12/05	563
	7	746	08/30/04	942	05/11/05	196
	8	1007	09/10/04	1232	05/12/05	225
	8	932	09/10/04	976	03/14/05	44
	8	953	08/26/04	974	05/12/05	21
	7	1188	09/03/04	1066	05/12/05	
	8	889	08/26/04	1042	05/10/05	153

* Scale for bar chart is based on highest Lexile growth within selected date range.

Using This Report

Purpose:

To identify the growth each student is making, check the dates of the two tests for an individual student. On average, students are expected to grow approximately 75-100 Lexiles per year.

Follow-Up:

Use this information to plan instruction by providing intervention when needed, instructional support, and targeted independent practice.

Growth Report

PROGRESS MONITORING

SCHOLASTIC SRI

Time Period: 08/20/04-05/13/05

STUDENT	GRADE	FIRST TEST in selected date range		LAST TEST in selected date range		GROWTH IN LEXILE*
		LEXILE	DATE	LEXILE	DATE	
	7	729	09/07/04	895	05/11/05	166
	7	585	09/07/04	1067	05/11/05	482
	7	872	08/30/04	898	05/11/05	26
	8	1150	09/02/04	1234	05/12/05	84
	7	270	08/30/04	822	05/13/05	552
	7	1066	01/19/05	1249	03/14/05	183
	9	1023	09/01/04	1113	05/11/05	90
	8	1017	09/10/04	1452	05/11/05	435
	8	913	08/26/04	1117	05/09/05	204
	8	936	09/08/04	1047	05/13/05	111
	7	675	09/09/04	838	05/11/05	163
	8	BR	09/01/04	214	05/11/05	161
	7	1085	08/30/04	853	05/12/05	

* Scale for bar chart is based on highest Lexile growth within selected date range.

BR = Beginning Reader

Using This Report

Purpose:
To identify the growth each student is making, check the dates of the two tests for an individual student. On average, students are expected to grow approximately 75-100 Lexiles per year.

Follow-Up:
Use this information to plan instruction by providing intervention when needed, instructional support, and targeted independent practice.

Growth Report

Semester 1 (handwritten)

PROGRESS MONITORING

SCHOLASTIC SRI

Time Period: 08/20/04-12/15/04

STUDENT	GRADE	FIRST TEST in selected date range		LAST TEST in selected date range		GROWTH IN LEXILE*
		LEXILE	DATE	LEXILE	DATE	
	7	510	08/26/04	200	12/15/04	
	7	566	08/26/04	402	12/15/04	
	7	766	08/26/04	870	12/15/04	104
	8	901	09/01/04	972	12/15/04	71
	8	821	09/10/04	1063	12/15/04	242
	7	506	08/26/04	381	12/15/04	
	8	780	08/26/04	835	12/15/04	55
	8	835	09/10/04	838	12/15/04	3
	7	854	08/26/04	925	12/15/04	71
	8	545	09/08/04	844	12/15/04	299
	7	622	09/07/04	729	12/15/04	107

(handwritten notes)

Those Improved   x : 32   57. 1
Those improved over 75 lexiles   y : 15   26. 8
No Improvement   z : 18   32. 1

N = 50

* Scale for bar chart is based on highest Lexile growth within selected date range.

Using This Report

Purpose:

To identify the growth each student is making, check the dates of the two tests for an individual student. On average, students are expected to grow approximately 75-100 Lexiles per year.

Follow-Up:

Use this information to plan instruction by providing intervention when needed, instructional support, and targeted independent practice.

Growth Report

PROGRESS MONITORING

Oak Canyon Junior High, 05/16/05
Teacher: Mr. Paul Andrus
Class: Period 2 Reading

Time Period: 08/20/04-12/15/04

STUDENT	GRADE	FIRST TEST in selected date range		LAST TEST in selected date range		GROWTH IN LEXILE*
		LEXILE	DATE	LEXILE	DATE	
	8	870	08/26/04	874	10/27/04	4
	9	BR	09/02/04	BR	10/26/04	25
	7	1076	08/26/04	786	10/27/04	
	7	369	08/30/04	N/A	N/A	
	7	689	08/26/04	821	08/30/04	132
	8	786	09/10/04	1095	10/25/04	309
	7	720	08/26/04	959	10/25/04	239
	7	752	08/30/04	327	10/26/04	
	7	957	08/26/04	805	10/27/04	
	8	892	08/26/04	851	10/22/04	
	8	1080	09/10/04	1208	10/25/04	128

* Scale for bar chart is based on highest Lexile growth within selected date range.

BR = Beginning Reader

Using This Report

Purpose:
To identify the growth each student is making, check the dates of the two tests for an individual student. On average, students are expected to grow approximately 75-100 Lexiles per year.

Follow-Up:
Use this information to plan instruction by providing intervention when needed, instructional support, and targeted independent practice.

Growth Report

PROGRESS MONITORING

SCHOLASTIC SRI

Oak Canyon Junior High, 05/16/05
Teacher: Mr. Paul Andrus
Class: Period 4 Reading

Time Period: 08/20/04-12/15/04

STUDENT	GRADE	FIRST TEST in selected date range		LAST TEST in selected date range		GROWTH IN LEXILE*
		LEXILE	DATE	LEXILE	DATE	
	8	647	08/26/04	516	10/25/04	
	8	940	09/10/04	890	10/27/04	
	8	938	09/10/04	1001	10/27/04	63
	7	1059	08/26/04	1071	10/27/04	12
	7	753	08/26/04	826	10/26/04	73
	7	638	08/26/04	552	09/03/04	
	8	735	08/26/04	773	10/27/04	38
	8	992	09/02/04	1063	10/26/04	71
	8	731	08/26/04	755	10/26/04	24
	8	1146	08/26/04	1162	10/25/04	16
	7	653	08/26/04	782	10/26/04	129
	8	851	08/26/04	829	10/27/04	
	8	961	09/10/04	919	10/26/04	
	7	669	08/26/04	594	10/25/04	
	8	442	08/26/04	789	10/27/04	347

* Scale for bar chart is based on highest Lexile growth within selected date range.

Using This Report

Purpose:
To identify the growth each student is making, check the dates of the two tests for an individual student. On average, students are expected to grow approximately 75-100 Lexiles per year.

Follow-Up:
Use this information to plan instruction by providing intervention when needed, instructional support, and targeted independent practice.

Growth Report

PROGRESS MONITORING

SCHOLASTIC SRI

Time Period: 08/20/04-12/15/04

STUDENT	GRADE	FIRST TEST in selected date range LEXILE	DATE	LAST TEST in selected date range LEXILE	DATE	GROWTH IN LEXILE*
	8	1059	08/26/04	1130	12/15/04	71
	8	636	09/08/04	835	12/15/04	199
	7	834	08/26/04	876	12/15/04	42
	7	899	08/26/04	848	12/15/04	
	7	270	08/30/04	645	12/15/04	375
	9	642	09/02/04	891	12/15/04	249
	7	965	08/26/04	900	12/15/04	
	8	BR	09/09/04	BR	12/15/04	
	7	834	08/30/04	926	12/15/04	92
	8	725	09/10/04	789	12/15/04	64
	7	477	12/10/04	N/A	N/A	
	8	972	08/31/04	1065	12/15/04	93
	8	1203	08/26/04	1217	12/15/04	14

* Scale for bar chart is based on highest Lexile growth within selected date range.

BR = Beginning Reader

Using This Report

Purpose:
To identify the growth each student is making, check the dates of the two tests for an individual student. On average, students are expected to grow approximately 75-100 Lexiles per year.

Follow-Up:
Use this information to plan instruction by providing intervention when needed, instructional support, and targeted independent practice.

Utah CGP-Closing the Gap Action Plan (Small Group) 2004-2005*

Develop this plan at the beginning of the school year and incl⸱⸱⸱ a copy with the Results Report due to USOE by June 15, 2005

School: Oak Canyon Junior High   District: Alpine

Target Group: 7th, 8th, and 9th graders from divorced families

Target Group selection is based on the following data/information/school improvement goal: Parent/Teacher/Student referrals

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders. . ."	Start/End Dates	Projected # of Students Impacted
Improve self-concept, teach problem solving skills, encourage teamwork, learn to be tolerant of differences, use appropriate methods to communicate.	Effective Communication and Complex Thinking	Group meetings which involve discussions and activities which build on understanding, problem solving and team work. Attend Clear Creek.	Two counselors trained in group processes. "Changing Families" by Schmidt. Write divorce group lesson plans.	Emotions scale adapted from Burns Depression Scale.	Oct. 12, 2004 to Nov. 30, 2004 Seven weekly meetings plus day at Clear Creek.	Ten

_D⸱⸱⸱⸱_ 5/16/05   12/9/04   Jami Platt

| Principal's Signature | Date | Date of Staff Presentation | Prepared By |

*adapted from the ASCA National Model: A Framework for School Counseling Programs

ENTERED

Utah CGP- Closing the Gap Results Report (Small Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School: Oak Canyon   **District: Alpine**

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Mike Bearden and Tami Platt	7th, 8th and 9th grade students from divorced families.	"Changing Families" by Schmidt and divorce group lesson plans.	Oct. 12, 2004 to Nov. 30, 2004	Eleven students participated in group.	Emotional level checklist. Compared Pre and Post results in 14 areas. Of 14 areas 9 areas improved, 2 areas stayed the same and 3 areas got slightly worse. Improvement was seen in level of sadness, enjoying life, facing challenges, blaming self, anger, being overwhelmed, appetite, and sleep. There was a slight worsening in feeling good about their future, feeling a failure, and feeling attractive.	Of the eight students still at OCJH, there was a GPA increase for 5 and a decrease for 3 from 1st quarter to 3rd quarter. Students always attended school on days we held group, but overall attendance did not seem to change.	The group experience helped the students feel better about themselves. Most of the students in this group still had serious family problems, custody battles, and abandonment issues going on. Our group was too brief to effectively deal with these problems. Our goal was to help the student feel better about themselves, hoping this would reflect favorably on attendance and grades. Based on this data, I would like to include a session on taking responsibility for one's decisions and how it will affect their life, in our next divorce group.
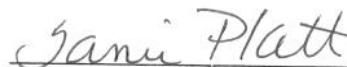
Principal's Signature   Date: 5/16/05   12/9/04 Date of Staff Presentation   Prepared By: Tami Platt

*adapted from the ASCA National Model: A Framework for School Counseling Programs documentation

**Include actual numbers supporting conclusions and attach data, examples and

Orem Jr. High Guidance Activities Action Plan- Large Group
2004-2005

School: Orem Jr. High   **District:** Alpine

Target Group: Incoming Seventh Graders

Selection is based on the following goals:

Incoming students often have trouble organizing and adjusting to the junior high format. They also are expected to know how to study, plan and adapt at a junior high level, but don't receive very much formal training in how to do so. Our goal is to provide a formal class setting in which to instruct students in these areas and also provide a forum to present counselor lessons on character education and social skills.

Intended student behavior:

All seventh grade students will attend a study skills class for one semester. They will have lessons on organization, time management, memorizing, goal setting and other skills to facilitate personal learning. They will also receive social skills training and positive methods to interact with other students and faculty.

Desired Results of Student Learning:

Delivery of the study skills lessons will coordinate with our school DRSLs in the following areas:

Develop skills: Learn how to find and organize information.
Acquire Knowledge: Learn the thought process for problem solving.
Responsible Attitudes: Learn character values of respect, caring and integrity.

Activities Delivered in the following manner:

All lessons will be delivered during the regular school hours during a designated class. Four regular education teachers and the counselors will teach all lessons.

Resources/Staff development needed:

Study skills lessons will be developed primarily by the seventh grade counselor. Teachers will spend planning time together in order to coordinate delivery. During teaming time, other seventh grade teachers will be made aware of the lessons currently being taught to facilitate using the materials in other classes. They can then reinforce lessons using student's regular classes.

Evaluation Methods

Results will be measured using a student self assessment at the beginning and end of the class. We will also compare grades from the beginning to the end of the class for a sample of seventh graders enrolled.

Start/End Dates:

Because student grades have been shown to be highest during first term, we will compare grades between second and third terms.

Projected number of Students Impacted

All seventh graders except resource students and history academy students will be enrolled in the study skills classes.

Date_____6/3/05_____

_____
Principal's Signature

___8/24/04_____
Date of Team Presentation

Prepared by: MarLynn Gardner

Utah CGP-Guidance Activities Results Report: Large Group 2004-2005

School: Orem Jr. High   **District: Alpine**

Counselor:

Counselors presented lessons in the study skills classes on Harassment, Bullying, Learning Styles, Stress, Honesty, Goal Setting and Values. Classroom teachers presented the balance of the lessons. (Lesson outline attached)

Target Group:

All seventh graders except resource students and history academy students were enrolled in the study skills classes. Resource students were not included because they are already included in class-specific study skills classes. History academy classes have many of the same subjects taught in their curriculum.

Start and End Date:

Students were enrolled in study skills classes beginning with first term during the fall of 2004. Each student participated for one semester.

Process Data:

We have had 319 seventh grade students enrolled this school year. Thirty two history academy students and 19 resource students did not participate in the general study skills classes.

Perception Data:

All students filled out the pre-assessment and post-assessment forms. Parents also signed their student's form and received a disclosure document with information on the class goals and expectations.

Results Data:

In the class sampling from second term, 67% of students increased their grade point averages. In one specific class where the teacher also required students to look up their grades and assignments on a weekly basis, all but one student in the class increased their GPA. We also had lots of positive feedback from parents and students. The course seemed to be varied enough to be interesting, but useful in learning new skills.

Implications:

Students often enter junior high without many necessary skills for organization, effective study habits and social skills for dealing with teachers and other kids. We plan to continue our seventh grade study skills classes to help students gain some of these missing skills. We anticipate that it will improve over time and will help our students learn these valuable life long skills. This has also been an excellent vehicle for counselors to deliver Comprehensive Guidance lessons. Without the pressure for finishing a certain curriculum, teachers welcome these additional lessons. Overall, this has been an effective addition to our seventh grade curriculum.

_____   _6/3/05_____
Principal's signature   Date

_____
Date of team evaluation   Prepared by: M. Gardner

Orem Jr. High Study Skills Seventh Grade Curriculum
(Some lessons require more than one class period)

Lesson 1: Pre assessment, disclosure document and overview

Lesson 2: Teamwork

Lesson 3: Harassment and Bullying

Lesson 4: Your brain and why you need one

Lesson 5: Learning styles (this is a piggyback lesson to the TLC lesson)

Lesson 6: Listening Effectively

Lesson 7: Note taking

Lesson 8: Dealing with stress

Lesson 9: Time management

Lesson 10: Effective homework

Lesson 11: Honesty (also includes a section on plagiarism)

Lesson 12: Mid term review

Lesson 13: Communication

Lesson 14: Memorization

Lesson 15: Paraphrasing

Lesson 16: Values

Lesson 17: Friendship skills

Lesson 18: Reading Effectively

Lesson 19: Setting Goals

Lesson 20: Test Taking

Lesson 21: Writing and research

Lesson 22: What Kids Need to Succeed

Lesson 23: Class review and evaluation

BEFORE WE BEGIN . . .
A CHECKLIST OF STUDY STRATEGIES

Before you begin *Study Strategies Made Easy*, take a few minutes to evaluate your present study skills. Answer the questions below to evaluate your study strengths and weaknesses. Read each question. If you *almost* always do what is asked, write "Yes"; *almost never* do what is asked, write "No"; *sometimes* do what is asked, write "S". Then, write the number of your **yes** answers in the score box on the next page. How are *your* present study skills rated?

ORGANIZATION

_____ 1. Do I have all of the supplies I need for school?

_____ 2. Do I keep my notebooks and materials organized so that I can easily find what I need?

_____ 3. Do I keep a schedule of study times and activities?

_____ 4. Do I write my assignments in an assignment notebook?

_____ 5. Do I have an organized plan for the order I do my assignments?

_____ 6. Do I complete and turn in my assignments on time?

_____ 7. Do I keep track of my grades on a weekly basis?

_____ 8. Do I keep and follow a written plan to complete long-term assignments?

LEARNING STYLE

_____ 9. Do I use my best style of learning when I study?

_____ 10. Do I understand where, when, and how I study best?

COMMUNICATION

_____ 11. Do my teachers usually see my behavior in the classroom in a positive way?

_____ 12. Do I usually know what each teacher expects of me?

_____ 13. Do I effectively talk to my teachers when I need help?

_____ 14. Do I discuss school-related problems I might have with my teachers?

_____ 15. Do I communicate well with other students and show respect for them?

READING COMPREHENSION

_____ 16. Can I identify topics, main ideas, and supporting details in a reading selection?

_____ 17. Do I understand without having to reread, what I am reading in my textbooks?

_____ 18. Can I summarize what I read in my own words?

_____ 19. Do I use signal words to help me identify important information in my textbooks?

_____ 20. Do I preview the textbook chapters?

_____ 21. Do I consistently read my textbook?

_____ 22. Do I have a successful method to learn new vocabulary and remember it during and after a test?

1

NOTE-TAKING

_____ 23. Do I take notes from lectures?

_____ 24. Do I get the important points from my teachers' lectures?

_____ 25. Do I use different ways to take accurate notes?

_____ 26. Do I use abbreviations for note-taking?

_____ 27. Do I turn my notes into study sheets?

_____ 28. Do I combine information from the textbook with my lecture notes?

_____ 29. Do I review my notes over a period of time?

MEMORIZATION

_____ 30. Do I know different ways to memorize beside reading information over and over?

_____ 31. Do I use different ways to memorize information?

_____ 32. When I take tests, do I remember most of the facts I tried to memorize?

TEST-TAKING

_____ 33. While taking a test, do I very carefully follow directions?

_____ 34. Do I use appropriate strategies for taking different kinds of tests?

_____ 35. Do I keep old tests to use at a later time?

_____ 36. Do I analyze my errors from old tests to determine a pattern?

_____ 37. Do I effectively prepare for mid-terms and final exams?

_____ 38. Am I satisfied with my study habits?

_____ 39. Am I pleased with my grades?

DOING HOMEWORK

_____ 40. Do I use an assignment book?

_____ 41. Do I do homework in an environment that allows me to concentrate?

_____ 42. Do I spend enough time on homework to do a thorough job?

_____ 43. Do I complete homework by the time it is due?

STRESS MANAGEMENT

_____ 44. Am I confident that I can do well in school?

_____ 45. Do I have a positive, optimistic outlook about my schoolwork?

_____ 46. Do I feel as relaxed as most other students do about schoolwork and tests?

_____ 47. Do I know strategies to help me reduce stress and relax?

HIGHLIGHT YOUR RATING:

42-47	YES = Superior Study Habits	SCORE: _____
36-41	YES = Good Study Habits	
29-35	YES = Average Study Habits	
below 28	YES = Needs Improvement	

Look over each of your responses and analyze your study strategy strengths and weaknesses. Your "Yes" responses indicate study strategies you are already using that are working well for you. If you answered with more "No" responses under one heading then as you progress through the *Study Strategies Made Easy* program you will learn to improve your study habits.

2

Study Skills Class Evaluation

1. What was your favorite thing we learned?

2. What activity did you like the best?

3. What 2 things will help you the most in your future in school?

4. How do you think they will help you?

5. What didn't you like about the class?

6. What do you think we should have spent more time studying?

7. Do you have a suggestion for making the class better?

8. What advice would you give other 7th graders taking this class?

9. What could the teacher have done to make the class better?

10. What else could we learn in study skills that would help you?

11. What topic did we learn about that you didn't think we needed?

School : Orem Junior High   **District: Alpine**

Target Group: Seventh Grade students reading 2 or more grade levels below average.

Selection is based on recommendations from sixth grade teachers and gathered by the counselors. Letters are also sent home for parent referral.

Intended Student Behavior:

Students will use small group experience and technology in the Read 180 program to increase skills in reading as reflected by their increased grade point average between terms.

Desired Result for Student Learning:

This program matches our school DRSLs in the area of Developing Skills: 1) Learning basic skills of reading, writing, math, technology, learning strategies and social skills.

Intervention:

Counselors meet with sixth grade teachers in transition and IEP meetings to find students reading significantly below grade level. Letters are sent to parents to inform them about the Read 180 program and request parent referral. Parents are also invited to visit with our Read 180 teacher, Mrs. Hill to answer further questions about the program. Students are also selected from the IEP transition process with the counselors and special education department in the spring.

Resources

The district sponsors the Read 180 program. Each license costs $500.00. Because of the need at our school, we have also purchased 10 additional licenses besides the district allocation to better serve our students. Mrs. Hill is specifically trained in the program and meets with district leadership once a month for ongoing instruction and input.

Evaluation Method:

Student results will be measured by change in grade point average of all students in the Read 180 program. The usual pattern for grade point average in the seventh grade is for first term to be the highest, second term to drop somewhat then an increase again in third term.

Start/End Dates:

This program will be measured throughout the 2004-2005 school year.

Projected number of students impacted:

Students enrolled in Read 180 = 50.

Utah CGP – Closing the Gap Results Small Group Report 2004-5

School: Orem Junion High   **District: Alpine**

Counselors and Target Group:

During the spring of 2004, counselors attended transition IEPs and met with sixth grade teachers to obtain names of students reading substantially below grade level. These students were targeted to attend the Read 180 class. Letters were also sent to parents for informational purposes and counselors contacted many parents by phone. Students were enrolled in the Read 180 classes based on being two or more years behind grade level in reading as assessed by the sixth grade teachers. Other students were also transferred in to the class on the basis of beginning testing done by the seventh grade reading teachers.

Curriculum and Materials:

Curriculum, computers and the associated programs and licenses were furnished for a base number of students by our district. Based on the number of students identified in the transition meetings, our school also purchased additional computers and licenses.

Start and End Dates and Process Data:

Students have been tracked throughout the seventh grade year during 2004-2005. Transcripts have been included with the relevant data. This year's Read 180 classes included 50 students.

Perception and Results Data:

The usual pattern for grade point averages is that the first term grades are the highest followed by a drop second quarter and then a slight recovery third quarter. This data was provided by our district. Seventh graders in our school followed this pattern on average. However, the Read 180 students who were projected to be the low end students, had a lower average decrease from first to second term and more students who actually increased their grade point averages during that term.
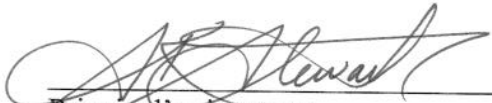
They also increased during third term more than the average seventh grade student in GPAs. The total students in the Read 180 program who increased their GPA between first and third term was higher than the average seventh grade student and the average decrease for these same students was lower than the average seventh grade decrease.

The gap between Read 180 students decreased by .15 or 21%.
Orem Jr. High Seventh Grade (314 students)

	Average 7th graders	Read 180	Difference
GPA first term:	3.40	2.70	.70
GPA 2nd term:	3.25 (-.15) 24% increased	2.59 (-.11) 28% increased	.66
GPA 3rd term:	3.28 (+.03) 46% increased	2.73 (+.14) 58% increased	.55

We feel that the Read 180 program is successful in helping students who struggle in reading. We have had several students in the program who have been able to move up to grade level reading and change into the regular reading classes.

Parent feedback has been very positive as is also indicated by the increased number of parent referrals for the 2005-2006 school year. Kudos to Mrs. Hill!

_____
Principal's signature

_6/3/05_____
Date

Staff presentation: May 17, 2005

Prepared by: Paula Hill
MarLynn Gardner
Colette Casper
Karen Carter

School : Orem Junior High   **District: Alpine**

Target Group: Seventh Grade students reading 2 or more grade levels below average.

Selection is based on recommendations from sixth grade teachers and gathered by the counselors. Letters are also sent home for parent referral.

Intended Student Behavior:

Students will use small group experience and technology in the Read 180 program to increase skills in reading as reflected by their increased grade point average between terms.

Desired Result for Student Learning:

This program matches our school DRSLs in the area of Developing Skills: 1) Learning basic skills of reading, writing, math, technology, learning strategies and social skills.

Intervention:

Counselors meet with sixth grade teachers in transition and IEP meetings to find students reading significantly below grade level. Letters are sent to parents to inform them about the Read 180 program and request parent referral. Parents are also invited to visit with our Read 180 teacher, Mrs. Hill to answer further questions about the program. Students are also selected from the IEP transition process with the counselors and special education department in the spring.

Resources

The district sponsors the Read 180 program. Each license costs $500.00. Because of the need at our school, we have also purchased 10 additional licenses besides the district allocation to better serve our students. Mrs. Hill is specifically trained in the program and meets with district leadership once a month for ongoing instruction and input.

Evaluation Method:

Student results will be measured by change in grade point average of all students in the Read 180 program. The usual pattern for grade point average in the seventh grade is for first term to be the highest, second term to drop somewhat then an increase again in third term.

Start/End Dates:

This program will be measured throughout the 2004-2005 school year.

Projected number of students impacted:

Students enrolled in Read 180 = 50.

_____   _____6/3/05_____
Principal's signature   Date

Date of staff presentation _May 17, 2005_   Prepared by: MarLynn Gardner
                                                                         Colette Casper

Utah CGP-Guidance Activities Action Plan (Large Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005
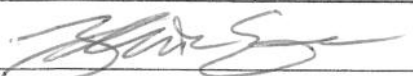
School _Pleasant Grove Jr. High_ District _Alpine School District_

Target Group:(whole school, entire class) _WHOLE SCHOOL_

Target Group selection is based upon the following data/information/school improvement goals: _Needs Assessment / School Improvement Goals_
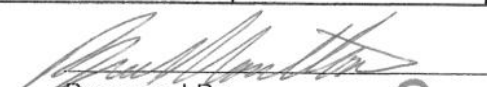
Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders. . ."	Start/End Dates	Projected # of Students Impacted
1. Lessen violent & harassing behaviors 2. Become aware of bullies and their behavior 3. Respect peers' differences	Respect for peers, Responsive & aware of surroundings; and providing a safe environment for all students. 1. Skills to interact positively with others 2. Understanding the impact of growth & development	All teachers will deliver two lessons during Advisory class.	Teachers were provided with curriculum from "Bully Beware" Productions & Take Action Against Bullying.	Sample classrooms of 7th, 8th & 9th grade students.	October 2005 — May 2005	Approximately 1250

_____ Principal's Signature

_5/23/05_ Date

Aug. 2004 Date of Staff Presentation

_____ Prepared By

ENTERED

*adapted from the ASCA National Model: A Framework for School Counseling Programs

Utah CGP-Guidance Activities Resul' Report (Large Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other rormats but include all information as required below.

School _Pleasant Grove Jr. High_   District _Alpine School District_

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test, competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Bree Maulton	7th, 8th, & 9th grade classes	Materials used include curriculum from Bully Beware, Take Action Against Bullying, School policy	Oct. 2005 May 2005	1151: See Survey for Results	Survey was administered @ initial bully lesson at the beginning of the year. Second (post) survey administered at the end of the year.	Incidence of students being threatened in school seemed to decrease. More students indicated they had not experienced physical violence towards them. 87% of the students felt they knew what to do when being harassed.	Areas in the school need to be more closely monitored where kids felt less safe. Students seem to have an awareness for bullying behavior and how to respond to it.

_____   _5/23/05_   Oct. 6th/Dec. 15th   _____
Principal's Signature   Date   Date of Staff Presentation   Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers and attach data, examples and documentation

Pleasant Grove Junior High
Harassment Survey

1. Gender: ○ female ○ male

2. Grade: ○ 7 ○ 8 ○ 9

3. At school I feel: ○ safe ○ somewhat safe ○ unsafe ○ very unsafe

4. In the following places, how safe do you feel?

	Very Safe	Somewhat Safe	Not Safe
a. Hallways	○	○	○
b. Classes	○	○	○
c. Locker Halls	○	○	○
d. Locker Room	○	○	○
e. Bathrooms	○	○	○
f. Cafeteria	○	○	○
g. Walking or riding bus to and from school	○	○	○

5. How often do you experience these things at school?

	Every day	1 to 2 times a week	1 to 2 times a month	Once or twice a year	Never
a. called hurtful names	○	○	○	○	○
b. threatened	○	○	○	○	○
c. teased in a hurtful way	○	○	○	○	○
d. hit, kicked, tripped, or shoved	○	○	○	○	○
e. left out purposefully	○	○	○	○	○

6. My reaction to harassment is or would be: ○ do nothing ○ tell the person(s) to stop ○ get even ○ stay home from school ○ tell an adult

7. How often do you see other students being harassed? ○ every day ○ a few times a week ○ once in a while ○ seldom ○ never

	Yes	No
8. Did you stop the harassment by telling the student it is wrong?	○	○
9. Did you report the situation to an adult?	○	○
10. Do you know what to do if someone is harassing you?	○	○

Pleasant Grove Junior High
PRE- Harassment Survey
n=1151 (Gender: Female: 577; Male: 567; Blank: 8   Grade: 7th: 390; 8th: 371; 9th: 378; Blank: 12)

	Average	#4's	#3's	#2's	#1's	#Blanks	%4's	%3's	%2's	%1's	%Blanks
How safe do you feel at school?	3.4	526	510	34	18	63	45.7%	44.3%	3.0%	1.6%	5.5%
How safe do you feel in: Hallways	2.3	0	413	656	72	10	0.0%	35.9%	57.0%	6.3%	0.9%
How safe do you feel in: Classes	2.8	0	889	231	23	8	0.0%	77.2%	20.1%	2.0%	0.7%
How safe do you feel in: Locker Halls	2.3	0	434	604	101	12	0.0%	37.7%	52.5%	8.8%	1.0%
How safe do you feel in: Locker Room	2.4	0	584	453	84	30	0.0%	50.7%	39.4%	7.3%	2.6%
How safe do you feel in: Bathrooms	2.4	0	596	432	111	12	0.0%	51.8%	37.5%	9.6%	1.0%
How safe do you feel in: Cafeteria	2.6	0	685	402	47	17	0.0%	59.5%	34.9%	4.1%	1.5%
How safe do you feel in: Walking or riding bus to and from school	2.4	0	612	407	113	19	0.0%	53.2%	35.4%	9.8%	1.7%
How often do you experience being called hurtful names at school?	2.8	231	212	290	253	10	20.1%	18.4%	25.2%	22.0%	0.9%
How often do you experience being threatened at school?	1.8	91	132	215	650	14	7.9%	11.5%	18.7%	56.5%	1.2%
How often do you experience being teased in a hurtful way at school?	2.3	120	195	290	421	26	10.4%	16.9%	25.2%	36.6%	2.3%
How often do you experience being hit, kicked, tripped, or shoved at school?	2.7	208	155	224	350	18	18.1%	13.5%	19.5%	30.4%	1.6%
How often do you experience being left out purposefully at school?	2.0	112	130	277	535	20	9.7%	11.3%	24.1%	46.5%	1.7%

	Marked	Blank	% Marked	% Blank
My reaction to harassment is or would be to: Do nothing	129	1022	11.2%	88.8%
My reaction to harassment is or would be to: Tell the person(s) to stop	442	709	38.4%	61.6%
My reaction to harassment is or would be to: Get even	251	900	21.8%	78.2%
My reaction to harassment is or would be to: Stay home from school	26	1125	2.3%	97.7%
My reaction to harassment is or would be to: Tell an adult	393	758	34.1%	65.9%
How often do you see students being harassed? Every day	233	918	20.2%	79.8%
How often do you see students being harassed? A few times a week	222	929	19.3%	80.7%
How often do you see students being harassed? Once in a while	363	788	31.5%	68.5%
How often do you see students being harassed? Seldom	269	882	23.4%	76.6%
How often do you see students being harassed? Never	171	980	14.9%	85.1%

	Yes	No	Blank	% Yes	% No	% Blank
Did you stop the harassment by telling the student it is wrong?	469	635	47	40.7%	55.2%	4.1%
Did you report the situation to an adult?	367	734	50	31.9%	63.8%	4.3%
Do you know what to do if someone is harassing you?	984	133	34	85.5%	11.6%	3.0%

Pleasant Grove Junior High School
Harassment Survey May 2005 *PosT*

	7				8				9				Total			
	Female	Male	(Blank)	**Total**	Female	Male	(Blank)	**Total**	Female	Male	(Blank)	**Total**	Female	Male	(Blank)	**Total**
Very safe	43%	38%	/0	40%	58%	33%	/0	46%	44%	33%	0%	38%	48%	35%	0%	(41%
Somewhat safe	57%	63%	/0	60%	25%	50%	/0	38%	31%	33%	0%	31%	38%	49%	0%	43%
Unsafe	0%	0%	/0	0%	17%	8%	/0	13%	0%	27%	0%	13%	5%	12%	0%	8%
Very unsafe	0%	0%	/0	0%	0%	0%	/0	0%	19%	0%	0%	9%	7%	0%	0%	3%
(Blank)	0%	0%	/0	0%	0%	8%	/0	4%	6%	7%	100%	9%	2%	5%	100%	5%
At school I feel safe.	100%	100%	/0	100%	100%	100%	/0	100%	100%	100%	100%	100%	100%	100%	100%	100%

Pleasant Grove Junior High School
Harassment Survey May 2005

	7				8				9				Total			
	Female	Male	(Blank)	Total	Female	Male	(Blank)	Total	Female	Male	(Blank)	Total	Female	Male	(Blank)	Total
Very safe	21%	31%	/0	27%	42%	25%	/0	33%	19%	33%	100%	28%	26%	30%	100%	29%
Somewhat safe	79%	69%	/0	73%	50%	75%	/0	63%	56%	40%	0%	47%	62%	60%	0%	60%
Not safe	0%	0%	/0	0%	8%	0%	/0	4%	25%	27%	0%	25%	12%	9%	0%	10%
How safe do you feel in: Hallways	100%	100%	/0	100%	100%	100%	/0	100%	100%	100%	100%	100%	100%	100%	100%	100%

Pleasant Grove Junior High School
Harassment Survey May 2005

	7				8				9				Total			
	Female	Male	(Blank)	**Total**	Female	Male	(Blank)	**Total**	Female	Male	(Blank)	**Total**	Female	Male	(Blank)	**Total**
Very safe	86%	81%	/0	83%	92%	75%	/0	83%	50%	67%	100%	59%	74%	74%	100%	74%
Somewhat safe	14%	19%	/0	17%	8%	25%	/0	17%	50%	27%	0%	38%	26%	23%	0%	24%
Not safe	0%	0%	/0	0%	0%	0%	/0	0%	0%	7%	0%	3%	0%	2%	0%	1%
How safe do you feel in: Classes	100%	100%	/0	100%	100%	100%	/0	100%	100%	100%	100%	100%	100%	100%	100%	100%

Pleasant Grove Junior High School
Harassment Survey May 2005

	7				8				9				Total			
	Female	Male	(Blank)	Total	Female	Male	(Blank)	Total	Female	Male	(Blank)	Total	Female	Male	(Blank)	Total
Very safe	43%	38%	/0	40%	33%	33%	/0	33%	25%	33%	100%	31%	33%	35%	100%	35%
Somewhat safe	57%	63%	/0	60%	50%	67%	/0	58%	56%	47%	0%	50%	55%	58%	0%	56%
Not safe	0%	0%	/0	0%	17%	0%	/0	8%	19%	20%	0%	19%	12%	7%	0%	9%
How safe do you feel in: Locker Halls	100%	100%	/0	100%	100%	100%	/0	100%	100%	100%	100%	100%	100%	100%	100%	100%

Pleasant Grove Junior High School
Harassment Survey May 2005

	7				8				9				Total			
	Female	Male	(Blank)	Total	Female	Male	(Blank)	Total	Female	Male	(Blank)	Total	Female	Male	(Blank)	Total
Very safe	64%	69%	/0	67%	67%	42%	/0	54%	50%	47%	100%	50%	60%	53%	100%	57%
Somewhat safe	29%	31%	/0	30%	25%	50%	/0	38%	31%	13%	0%	22%	29%	30%	0%	29%
Not safe	7%	0%	/0	3%	8%	8%	/0	8%	19%	40%	0%	28%	12%	16%	0%	14%
How safe do you feel in: Locker Room	100%	100%	/0	100%	100%	100%	/0	100%	100%	100%	100%	100%	100%	100%	100%	100%

Pleasant Grove Junior High School
Harassment Survey May 2005

	7				8				9				Total			
	Female	Male	(Blank)	**Total**	Female	Male	(Blank)	**Total**	Female	Male	(Blank)	**Total**	Female	Male	(Blank)	**Total**
Very safe	71%	56%	/0	63%	58%	33%	/0	46%	56%	53%	100%	56%	62%	49%	100%	56%
Somewhat safe	14%	25%	/0	20%	25%	42%	/0	33%	6%	13%	0%	9%	14%	26%	0%	20%
Not safe	14%	19%	/0	17%	17%	25%	/0	21%	38%	33%	0%	34%	24%	26%	0%	24%
How safe do you feel in: Bathrooms	100%	100%	/0	100%	100%	100%	/0	100%	100%	100%	100%	100%	100%	100%	100%	100%

Pleasant Grove Junior High School
Harassment Survey May 2005

	7				8				9				Total			
	Female	Male	(Blank)	**Total**	Female	Male	(Blank)	**Total**	Female	Male	(Blank)	**Total**	Female	Male	(Blank)	**Total**
Very safe	57%	63%	/0	60%	67%	50%	/0	58%	50%	60%	100%	56%	57%	58%	100%	58%
Somewhat safe	29%	31%	/0	30%	33%	50%	/0	42%	50%	33%	0%	41%	38%	37%	0%	37%
Not safe	14%	6%	/0	10%	0%	0%	/0	0%	0%	7%	0%	3%	5%	5%	0%	5%
How safe do you feel in: Cafeteria	100%	100%	/0	100%	100%	100%	/0	100%	100%	100%	100%	100%	100%	100%	100%	100%

Pleasant Grove Junior High School
Harassment Survey May 2005

	7				8				9				Total			
	Female	Male	(Blank)	Total	Female	Male	(Blank)	Total	Female	Male	(Blank)	Total	Female	Male	(Blank)	Total
Very safe	57%	44%	/0	50%	33%	67%	/0	50%	38%	67%	100%	53%	43%	58%	100%	51%
Somewhat safe	29%	50%	/0	40%	50%	33%	/0	42%	31%	7%	0%	19%	36%	30%	0%	33%
Not safe	14%	6%	/0	10%	17%	0%	/0	8%	31%	27%	0%	28%	21%	12%	0%	16%
How safe do you feel in: Walking or riding bus to and from school	100%	100%	/0	100%	100%	100%	/0	100%	100%	100%	100%	100%	100%	100%	100%	100%

Pleasant Grove Junior High School
Harassment Survey May 2005

	7				8				9				Total			
	Female	Male	(Blank)	**Total**	Female	Male	(Blank)	**Total**	Female	Male	(Blank)	**Total**	Female	Male	(Blank)	**Total**
Every day	7%	38%	/0	23%	42%	8%	/0	25%	25%	13%	0%	19%	24%	21%	0%	22%
One to two times a week	0%	19%	/0	10%	8%	25%	/0	17%	19%	27%	0%	22%	10%	23%	0%	16%
One to two times a month	21%	13%	/0	17%	33%	8%	/0	21%	13%	7%	100%	13%	21%	9%	100%	16%
Once or twice a year	36%	19%	/0	27%	17%	33%	/0	25%	38%	7%	0%	22%	31%	19%	0%	24%
Never	36%	13%	/0	23%	0%	25%	/0	13%	6%	47%	0%	25%	14%	28%	0%	21%
How often do you experience (at school) being: called hurtful names	100%	100%	/0	100%	100%	100%	/0	100%	100%	100%	100%	100%	100%	100%	100%	100%

Pleasant Grove Junior High School
Harassment Survey May 2005

	7				8				9				Total			
	Female	Male	(Blank)	Total	Female	Male	(Blank)	Total	Female	Male	(Blank)	Total	Female	Male	(Blank)	Total
Every day	0%	6%	/0	3%	0%	0%	/0	0%	6%	27%	0%	16%	2%	12%	0%	7%
One to two times a week	7%	13%	/0	10%	8%	8%	/0	8%	13%	13%	0%	13%	10%	12%	0%	10%
One to two times a month	7%	13%	/0	10%	17%	25%	/0	21%	13%	7%	0%	9%	12%	14%	0%	13%
Once or twice a year	0%	25%	/0	13%	33%	17%	/0	25%	25%	13%	0%	19%	19%	19%	0%	19%
Never	86%	44%	/0	63%	42%	50%	/0	46%	44%	40%	100%	44%	57%	44%	100%	51%
How often do you experience (at school) being: threatened	100%	100%	/0	100%	100%	100%	/0	100%	100%	100%	100%	100%	100%	100%	100%	100%

Pleasant Grove Junior High School
Harassment Survey May 2005

	7				8				9				Total			
	Female	Male	(Blank)	Total	Female	Male	(Blank)	Total	Female	Male	(Blank)	Total	Female	Male	(Blank)	Total
Every day	7%	25%	/0	17%	8%	8%	/0	8%	25%	0%	0%	13%	14%	12%	0%	13%
One to two times a week	21%	0%	/0	10%	33%	8%	/0	21%	0%	13%	0%	6%	17%	7%	0%	12%
One to two times a month	0%	25%	/0	13%	17%	0%	/0	8%	13%	13%	0%	13%	10%	14%	0%	12%
Once or twice a year	29%	6%	/0	17%	25%	33%	/0	29%	31%	7%	100%	22%	29%	14%	100%	22%
Never	43%	44%	/0	43%	8%	42%	/0	25%	31%	60%	0%	44%	29%	49%	0%	38%
(Blank)	0%	0%	/0	0%	8%	8%	/0	8%	0%	7%	0%	3%	2%	5%	0%	3%
How often do you experience (at school) being: teased in a hurtful way	100%	100%	/0	100%	100%	100%	/0	100%	100%	100%	100%	100%	100%	100%	100%	100%

Pleasant Grove Junior High School
Harassment Survey May 2005

	7				8				9				Total			
	Female	Male	(Blank)	Total	Female	Male	(Blank)	Total	Female	Male	(Blank)	Total	Female	Male	(Blank)	Total
Every day	7%	13%	/0	10%	0%	8%	/0	4%	25%	27%	0%	25%	12%	16%	0%	14%
One to two times a week	0%	50%	/0	27%	17%	42%	/0	29%	13%	27%	0%	19%	10%	40%	0%	24%
One to two times a month	21%	0%	/0	10%	25%	8%	/0	17%	6%	13%	0%	9%	17%	7%	0%	12%
Once or twice a year	29%	19%	/0	23%	8%	8%	/0	8%	25%	7%	100%	19%	21%	12%	100%	17%
Never	43%	19%	/0	30%	50%	33%	/0	42%	31%	27%	0%	28%	40%	26%	0%	33%
How often do you experience (at school) being: hit, kicked, tripped, or shoved	100%	100%	/0	100%	100%	100%	/0	100%	100%	100%	100%	100%	100%	100%	100%	100%

Pleasant Grove Junior High School
Harassment Survey May 2005

	7				8				9				Total			
	Female	Male	(Blank)	**Total**	Female	Male	(Blank)	**Total**	Female	Male	(Blank)	**Total**	Female	Male	(Blank)	**Total**
Every day	14%	13%	/0	13%	0%	8%	/0	4%	0%	0%	0%	0%	5%	7%	0%	6%
One to two times a week	0%	13%	/0	7%	25%	0%	/0	13%	6%	7%	0%	6%	10%	7%	0%	8%
One to two times a month	14%	25%	/0	20%	33%	17%	/0	25%	19%	13%	0%	16%	21%	19%	0%	20%
Once or twice a year	36%	6%	/0	20%	25%	25%	/0	25%	25%	27%	0%	25%	29%	19%	0%	23%
(Blank)	0%	0%	/0	0%	0%	8%	/0	4%	0%	0%	0%	0%	0%	2%	0%	1%
Never	36%	44%	/0	40%	17%	42%	/0	29%	50%	53%	100%	53%	36%	47%	100%	42%
How often do you experience (at school) being: left out purposefully	100%	100%	/0	100%	100%	100%	/0	100%	100%	100%	100%	100%	100%	100%	100%	100%

Pleasant Grove Junior High School
Harassment Survey May 2005

	7				8				9				Total			
	Female	Male	(Blank)	**Total**	Female	Male	(Blank)	**Total**	Female	Male	(Blank)	**Total**	Female	Male	(Blank)	**Total**
Tell the person(s) to stop	43%	25%	/0	33%	58%	17%	/0	38%	44%	20%	0%	31%	48%	21%	0%	34%
Get even	14%	38%	/0	27%	0%	58%	/0	29%	19%	73%	100%	47%	12%	56%	100%	35%
Do nothing	7%	6%	/0	7%	17%	17%	/0	17%	19%	0%	0%	9%	14%	7%	0%	10%
Tell an adult	36%	31%	/0	33%	25%	8%	/0	17%	19%	7%	0%	13%	26%	16%	0%	21%
My reaction to harassment is or would be to:	100%	100%	/0	100%	100%	100%	/0	100%	100%	100%	100%	100%	100%	100%	100%	100%

Pleasant Grove Junior High School
Harassment Survey May 2005

	7				8				9				Total			
	Female	Male	(Blank)	Total	Female	Male	(Blank)	Total	Female	Male	(Blank)	Total	Female	Male	(Blank)	Total
Every day	7%	31%	/0	20%	17%	17%	/0	17%	31%	33%	100%	34%	19%	28%	100%	24%
A few times a week	21%	6%	/0	13%	17%	25%	/0	21%	31%	27%	0%	28%	24%	19%	0%	21%
Once in a while	21%	19%	/0	20%	50%	33%	/0	42%	13%	0%	0%	6%	26%	16%	0%	21%
Seldom	29%	19%	/0	23%	17%	17%	/0	17%	19%	27%	0%	22%	21%	21%	0%	21%
Never	21%	25%	/0	23%	0%	8%	/0	4%	6%	13%	0%	9%	10%	16%	0%	13%
How often do you see other students being harassed?	100%	100%	/0	100%	100%	100%	/0	100%	100%	100%	100%	100%	100%	100%	100%	100%

Pleasant Grove Junior High School
Harassment Survey May 2005

	7				8				9				Total			
	Female	Male	(Blank)	**Total**	Female	Male	(Blank)	**Total**	Female	Male	(Blank)	**Total**	Female	Male	(Blank)	**Total**
Yes	43%	38%	/0	40%	75%	33%	/0	54%	31%	40%	100%	38%	48%	37%	100%	43%
No	36%	63%	/0	50%	25%	58%	/0	42%	69%	60%	0%	63%	45%	60%	0%	52%
(Blank)	21%	0%	/0	10%	0%	8%	/0	4%	0%	0%	0%	0%	7%	2%	0%	5%
Did you stop the harassment by telling the student it is wrong?	100%	100%	/0	100%	100%	100%	/0	100%	100%	100%	100%	100%	100%	100%	100%	100%

Pleasant Grove Junior High School
Harassment Survey May 2005

	7				8				9				Total			
	Female	Male	(Blank)	Total	Female	Male	(Blank)	Total	Female	Male	(Blank)	Total	Female	Male	(Blank)	Total
Yes	21%	13%	/0	17%	33%	17%	/0	25%	25%	27%	0%	25%	26%	19%	0%	22%
No	57%	88%	/0	73%	67%	83%	/0	75%	75%	73%	100%	75%	67%	81%	100%	74%
(Blank)	21%	0%	/0	10%	0%	0%	/0	0%	0%	0%	0%	0%	7%	0%	0%	3%
Did you report the situation to an adult?	100%	100%	/0	100%	100%	100%	/0	100%	100%	100%	100%	100%	100%	100%	100%	100%

Pleasant Grove Junior High School
Harassment Survey May 2005

	7				8				9				Total			
	Female	Male	(Blank)	**Total**	Female	Male	(Blank)	**Total**	Female	Male	(Blank)	**Total**	Female	Male	(Blank)	**Total**
Yes	71%	88%	/0	80%	100%	83%	/0	92%	88%	93%	100%	91%	86%	88%	100%	87%
No	14%	13%	/0	13%	0%	17%	/0	8%	13%	7%	0%	9%	10%	12%	0%	10%
(Blank)	14%	0%	/0	7%	0%	0%	/0	0%	0%	0%	0%	0%	5%	0%	0%	2%
Do you know what to do if someone is harassing you?	100%	100%	/0	100%	100%	100%	/0	100%	100%	100%	100%	100%	100%	100%	100%	100%

	Pleasant Grove Junior High School Harassment Survey May 2005															
	7				8				9				Total			
	Female	Male	(Blank)	**Total**	Female	Male	(Blank)	**Total**	Female	Male	(Blank)	**Total**	Female	Male	(Blank)	**Total**
Count	14	16	0	30	12	12	0	24	16	15	1	32	42	43	1	86

School   Pleasant Grove Junior High   District   Alpine School District
Target Group   7-9 9th grade students who have been referred and teamed on the ACT1 Referral Form (attached)
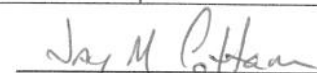
The target group is selected by referral (attached) and team decision. The team consists of a counselor, trackers, teacher, administrator, counseling secretary, and a teacher. The team meets weekly.

Intended Student Behavior	Identify Comprehensive Guidance Program (CGP) student outcome	Activities or interventions	Resources/Staff Development Needed	Evaluation Method	Start and End Dates	Number of students impacted
Reduce risk factors of: Early anti-social behavior Academic Failure Lack of social Attachment **Enhance protective factors of:** High self-efficacy Social bonding	From Utah School Counselor Standards #12b1 Individual academic success #12b4 Improve skills and functioning in areas of social order, healthy self, and violence prevention.	We will conduct 13 small groups of 8-9 sessions using 7 Habits for Highly Effective Teens Covey 2004). Three of the groups will also participate in three sessions of *equine therapy* conducted by Mike Cottam and Lydia Peckover.	Staff involved: Mike Cottam Lydia Peckover Bonnie Sorensen BreeAnn Moulton Kari Glahn We have secured a small Title IV grant to purchase 7 Habits books and materials for all participants. We will engage the services of Sherry Bean, a horse trainer from Payson, Utah, to assist in the *equine therapy*.	Behavior referrals GPA	13 Sep – 1 Nov 8 Nov – 24 Jan 14 Mar – 9 May	We expect about 90 + students to participate in the groups during the year.

_____   17 Aug 04   17 Aug 04   _____
Principal's Signature   Date   Date of Staff Presentation   Prepared By

ENTERED
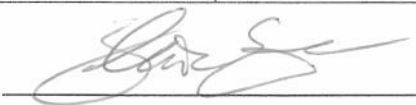
Utan CGP- Closing the Gap Results Report (Small Group) 2004-2005

Due to USOE June 15. 2005

School Pleasant Grove Junior High   District Alpine School District

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected	Perception Data: Student data	Results Data	Implications
Mike Cottam Lydia Peckover Bonnie Sorensen BreeAnn Moulton Kari Glahn	7-9th grade students identified through ACT1 Referral and team decision for inclusion.	7 Habits of Highly Effective Teens (Covey 2004) Equine Therapy conducted at Spanish Fork arena	13 Sep – 1 Nov 8 Nov – 24 Jan 14 Mar – 9 May	109 student referrals. 68 students selected for groups.	See attached. Anecdotal teacher reports	See attached Teachers report that students who are involved in groups seem to be better able to handle classroom routines.	When students participate in ACT1 groups they: 1. have less decline in GPA scores. 2. are more stable in GPA scores. 3. have a better chance at not having a declining GPA score.

_____   24 May 05   24 May 05 _____   _____
Principal's Signature   Date   Date of Staff Presentation   Prepared By

Student Involvement in ACT1 Groups

Targeted Students are student GPA's for each quarter in which a student participated in ACT1 groups.

Non-targeted students are student GPA's for ACT1 group participants when they were <u>not</u> participating in groups.

ACT1 group students are identified as having various issues that inhibit them from learning in the classroom e.g. grief and loss, lack of study skills; poor social skills; poor communication skills; poor attachment and bonding.

Overall, when students participate in ACT1 groups they:
      have less decline in GPA scores.
      are more stable in GPA scores.
      have a better chance at not having a declining GPA score.

STUDENT TARGETED SLOPE

(Sorted by Slope Number)

Students with no numbers targeted are not included in this report.

NUMBER	NAME	GPA 1	GPA 2	GPA 3	GPA 4	TARGETED SLOPE
3	Hale, Alec			3.056	1.814	-1.242
3	Jorgensen, Tedi			3.2	2.357	-0.843
3	Holden, Ian			2.297	1.475	-0.822
1	Morgan, Brandaun	2.924	2.138			-0.786
1 3	Perry, Kyle	3.78	3.2	3.297	1.35	-0.7193
1 2 3	Carlson, Rebecca	2.924	2.125	1.352	0.837	-0.7034
1	Larsen, Kyle	2.138	1.49			-0.648
2	Peahl, Courtney		2.097	1.505	0.9167	-0.59015
2 3	Peterson, Colton		1.751	1.311	0.628	-0.5615
3	Phillips, Austin			1.383	0.837	-0.546
3	Tubbs, Jovannah			2.383	1.928	-0.455
1	Blackhurst, Jeremy	3.062	2.635			-0.427
1 2 3	Chipman, Lyndsey	3.12	3.072	2.135	2.062	-0.4111
1 2 3	Hodson, Kerby	3.779	3.6	3.338	2.525	-0.4024
3	Elison, Braden			2.137	1.737	-0.4
2	Johnson, Natalia		4	3.605		-0.395
1 3	Rollins, Ryan	1.945	1.559	1.531	0.762	-0.3577
1 2 3	Vance, Hillary	2.745	2.828	2.552	1.687	-0.345
2	Tufts, Savanah		3.232	2.912		-0.32
2 3	Garay, Gerardo		1.235	0.753	0.637	-0.299
1	Bailey, Christine	2.966	2.69			-0.276
3	Bowers, Tony			1.904	1.687	-0.217
3	Mecham, Courtney			1.351	1.137	-0.214
2 3	Taylor, Russell		3.3	3.371	2.887	-0.2065
2	Zillig, Kacey		1.821	1.663		-0.158
1 2 3	Wilson, Chavis	2.042	1.342	1.48	1.512	-0.1452
2	Short, Jonathan		1.668	1.54		-0.128
1	Underwood, Shawn	3.117	3.007			-0.11
1 2 3	Borwegen, Travis	2.48	2.669	1.904	2.425	-0.093
1 2 3	Martineau, Amy	3.744	3.44	3.573	3.5	-0.0599
1 2 3	Cooper, Sarah	3.104	2.276	2.456	2.862	-0.0546
1 2	Johnson, Branton	2.097	1.811	2.001		-0.048
1 2 3	Leinweber, David	3.366	3.573	3.655	3.2	-0.0416
2 3	Terry, Mark		1.176	1.255	1.137	-0.0195
2 3	Finney, Seth		0.624	0.518	0.585	-0.0195
1 2	Madrigal, Lilianan	3.504	3.421	3.573		0.0345

STUDENT TARGETED SLOPE
(Sorted by Slope Number)
**Students with no numbers targeted are not included in this report.

NUMBER	NAME	GPA				TARGETED SLOPE
		1	2	3	4	
2 3	Le, Phil	0.277	0.156	0.353		0.038
2 3	Wilde, Amber		0.855	0.924	1.012	0.0785
2 3	Oveson, Camberlee		1.351	1.766	1.637	0.143
3	Allen, Rebeka			2.221	2.375	0.154
1 2	Hardy, Josh	3.379	3.448	3.697		0.159
1	Reynolds, Rachel	3.672	3.904			0.232
3	Peterson, Austin			1.02	1.257	0.237
1	Anderson, Sherry	1.573	1.821			0.248
2	Johnston, Paul		1.29	1.573		0.283
1	Baird, Lindsey	2.848	3.168			0.32
1 2 3	Brown, Shantel	1.738	1.918	2.431		0.3465
2	VanZant, Tyler		0.469	0.828		0.359
	Zotti, Joey	1.587	2.138	2.579	2.762	0.3966
	Eskelson, Daniel	0.373	0.442	1.255	1.5	0.4194
2 3	Garay, Brenda		0.473	0.648	1.375	0.451
	Weaver, Johnny	1.987	1.4	3.062	2.937	0.4512
3	Saez, Taygen			1.563	2.062	0.499
3	Trenkamp, Audrey			2.487	3	0.513
2	Heaps, Tiffany		0.841	1.393		0.552
3	Browning, Christopher			1.835	2.525	0.69
2	McGee, Austin		1.297	2.169		0.872
2	Thornton, Erika		1.463	2.924		1.461
	SLOPE AVERAGE					-0.071149138
	SLOPE MEDIAN					-0.07645
	STANDARD DEVIATION					0.474112249

STUDENT NON-TARGETS
(Sorted by Slope Number)
**Students with either one or no non-target numbers are not included in this report.

NAME	GPA				SLOPE
	1	**2**	**3**	**4**	
Holden, Ian	3.366	1.949			-1.417
Mecham, Courtney	2.338	1.062			-1.276
Saez, Taygen	2.001	0.98			-1.021
Trenkamp, Audrey	2.249	1.369			-0.88
Phillips, Austin	3.145	2.525			-0.62
Anderson, Sherry			1.766	1.225	-0.541
Larsen, Kyle			1.449	0.925	-0.524
Zillig, Kacey	2.4			1.1	-0.433333333
Browning, Christopher	1.504	1.073			-0.431
Reynolds, Rachel			3.904	3.5	-0.404
Peterson, Austin	0.925	0.635			-0.29
Bailey, Christine			3.145	2.862	-0.283
Blackhurst, Jeremy			2.235	1.962	-0.273
Heaps, Tiffany	1.076			0.4	-0.225333333
Boston, Anthony	1.821	1.449	0.415	1.475	-0.2072
Elison, Braden	1.372	1.173			-0.199
Short, Jonathan	1.238			0.68	-0.186
Hansen, Ben	1.139	0.972	0.097	0.837	-0.1781
Tufts, Savanah	3.28			2.8	-0.16
Hale, Alec	2.944	2.8			-0.144
Johnson, Natalia	4			3.583	-0.139
Allen, Rebeka	2.649	2.511			-0.138
Johnston, Paul	1.169			0.962	-0.069
VanZant, Tyler	0.746			0.571	-0.058333333
Thornton, Erika	2.331			2.225	-0.035333333
Baird, Lindsey			3.184	3.2	0.016
McGee, Austin	1.284			1.512	0.076
Jorgensen, Tedi	2.414	2.511			0.097
Morgan, Brandaun			1.228	1.35	0.122
Bowers, Tony	2.235	2.373			0.138
Tubbs, Jovannah	3.2	3.488			0.288
Underwood, Shawn			0.462	2.3	1.838
SLOPE AVERAGE					-0.236176042
SLOPE MEDIAN					-0.1925
STANDARD DEVIATION					0.536172711

Utah CGP-Guidance Activities Action Plan (Large Group) 2004-05*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School____Timberline Middle School_____District_____Alpine School District_____

Target Group: (whole school, entire class): Full-time students in grades 7-8_____

Target Group selection is based upon the following date/information/school improvement goals:___Students signed up for an elective study skills/reading class to improve their academic skills. One of the "school improvement goals" was to increase language arts scores on CRT's in all grade levels._____

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods How will you measure result? E.g. "From sample classrooms of tenth graders…"	Start/End Dates	Projected # of Students Impacted
To increase the Lexile reading scores of students participating in the study skills/reading class.	To acquire skills for improving reading and learning. To achieve school success.	Attend the Read 180 class for one term (9-week period) in connection with the 7th and 8th grade study skills class.	Reading Teacher Read 180 Lab and licenses	Comparison of pre and post Lexile scores.	Terms 1-3 8/20/04 to 3/21/05	45 students

_____   7/8/05.   _will present_   _Dianne A Brown_
Principal's Signature   Date   _august 2005_   Prepared by
                                        Date of Staff Presentation

*adapted from the ASCA National Model: A Framework for School Counseling Programs

ENTERED

Utah CGP – Guidance Activities Results Report (Large Group) 2004-2005*

School Timberline Middle School   **District** Alpine School District

Counselor	Target Group	Curriculum And Materials	Start Date End Date	Process Data (# of students affected)	Perception Data (Pre and post test competency attainment or student data)	Results Data (How did the student change)	Implications, What does the data tell you? What can the student do with this now?
Dianne Brown Colleen Roundy	Grade 7 and 8 Study Skills/Reading Classes	Read 180 Curriculum	8/20/04 to 3/21/05	45 students	Pre and Post Test Lexile Scores (See Attached)	35 students improved their Lexile scores with an average gain of 181 points. Ten students scored lower on the post-test by an average of 33 points. This could have been due to a number of factors, such as, their original pre-test lexile score, environmental factors, effort, etc.	Participating in the Read 180 Program improves student's reading scores in as little as 9 weeks.

_____   7/8/05   _____
Principal's Signature   Date   Date of Staff Presentation
*adapted from the ASCA National Model: A Framework for School Counseling Programs

Dianne A Brown
Prepared by
**Include actual numbers and attach data, examples, and documentation

Timberline Middle SchoolAlpine School District
Action Plan Data Collection and Analysis
2004-05

Students participating in the Read 180 Program - Grades 7 & 8

Student	Grade	Date	Lexile (Pre)	Date	Lexile (Post)	Growth in Lexile Score	
# 1	8	8/27/04	1000	10/20/04	1368	+ 368	Term 1
2	8	"	794	10/20/04	1127	+ 333	205 gain
3	8	"	495	"	785	+ 290	
4	8	"	1052	"	1280	+ 228	
5	8	9/02/04	668	"	801	+ 133	
6	8	9/07/04	1241	"	1319	+ 78	
7	8	8/27/04	894	"	900	+ 6	
8	8	11/02/04	BR	1/11/05	798	+ 798	Term 2
9	8	"	647	12/09/04	958	+ 311	
10	8	"	1104	1/11/05	1353	+ 249	
11	8	"	1064	"	1303	+ 239	
12	8	11/04/04	1040	"	1230	+ 190	
13	8	11/02/04	1122	"	1284	+ 162	
14	8	11/04/04	862	1/14/05	1024	+ 162	
15	8	11/02/04	1169	1/11/05	1304	+ 135	
16	8	11/04/04	1268	12/09/04	1395	+ 127	
17	8	11/02/04	1034	1/14/05	1141	+ 107	

Timberline Middle SchoolAlpine School District
Action Plan Data Collection and Analysis
2004-05

Students participating in the Read 180 Program - Grades 7 & 8

Student	Grade	Date	Lexile (Pre)	Date	Lexile (Post)	Growth in Lexile Score	
18	8	11/02/04	438	12/09/04	536	+ 98	
19	"	"	811	1/11/05	906	+ 95	
20	"	"	964	"	1035	+ 71	
21	"	"	627	"	679	+ 52	Term 2
22	"	"	969	1/13/05	963	- 6	Cont.
23	"	"	1204	1/14/05	1190	- 14	136 gain
24	"	11/04/04	1144	"	1099	- 45	
25	"	"	1262	1/11/05	1217	- 45	
26	"	11/02/04	969	1/13/05	884	- 85	
27	7	12/02/04	929	3/15/05	1346	+ 417	
28	8	11/04/04	1064	1/11/05	1303	+ 239	
29	7	12/02/04	729	1/20/05	948	+ 219	Term 3
30	"	"	766	3/15/05	959	+ 193	
31	"	"	855	"	1036	+ 181	
32	"	"	1044	3/17/05	1197	+ 153	
33	"	8/27/04	712	3/15/05	863	+ 151	
34	"	12/08/04	917	3/17/05	1054	+ 137	

Timberline Middle SchoolAlpine School District
Action Plan Data Collection and Analysis
2004-05

Students participating in the Read 180 Program - Grades 7 & 8

Student	Grade	Date	Lexile (Pre)	Date	Lexile (Post)	Growth in Lexile Score
35	7	1/24/05	993	3/15/05	1127	+134
36	"	12/02/04	843	"	969	+126
37	"	"	957	"	1024	+67
38	"	"	947	"	994	+47
39	"	"	323	3/11/05	354	+31
40	"	12/08/04	1431	3/15/05	1461	+30
41	"	12/02/04	918	"	913	-5
42	"	12/08/04	1013	"	1000	-13
43	8	12/02/04	1204	3/14/05	1190	-14
44	7	12/08/04	1371	3/15/05	1343	-28
45	"	12/08/04	1174	"	1101	-73

Term 3 cont.

104 gain

148 Gain Average

Utah CGP – Closing the Gap Action Plan (Small Group) 2004-05*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Timberline Middle School   District Alpine School District

Target Group: Students in grades 7-9 who are not completing and turning in assignments.

Target Group selection is based on the following data/information/school improvement goal: Students with a G.P.A. <2.0 are at risk of failing classes and needing remediation and/or credit make-up.

Intended Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
Training and tracking students to: 1) use their daily planners 2) access their own grade report weekly to check grades and complete all assignments 3) Organize all classroom materials 4) Complete 70% of all assignments, and/or improve G.P.A. by a minimum of .5 points per term.	To train students to organize and monitor themselves independently by giving them the skills needed to complete a minimum of 80% of their assignments or receive a 2.5 GPA for 2-3 consecutive weeks.	10-15 minute individual tracking/training meeting once per week, with referral to a small group tutoring sessions held M-Th after school for 1 hour each day.	Two trackers, to service the program, and two school counselors to make referrals and oversee the program.	Comparison of weekly academic records (as recorded on Powerschool) within targeted groups of students receiving individual tracking, training. Comparison of 9 week term grades on academic transcript.	8/30/04 to 5/20/05 The program will be available during the school year. The goal of the program is to service as many as possible rotating new students in every 6 weeks.	35-40 students to train in tracking in grades 7-9.

Principal's Signature

Date 7/8/05.

Date of Staff Presentation august 2005

Prepared by Dianne A Brown

*adapted from the ASCA National Model: A Framework for School Counseling Programs

ENTERED

Utah CGP – Individual Planning: SEOP Closing the Gap Results Report 2004-05*

School Timberline Middle School   District__ Alpine School District
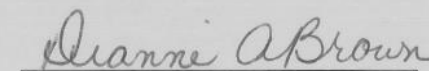
Counselor	Target Group	Curriculum And Materials	Start Date End Date	Process Data (# of students affected)	Perception Data (Pre and post test competency attainment or student data)	Results Data (How did the student change)
Dianne Brown Colleen Roundy	Approximately 40 students who have a GPA below 2.0 who need help with organization and accountability.	Materials: 1. 1 planner/student 2. Weekly access to Powerschool 3. A text book for each core class 4. A file which contains weekly assignment sheets for each core teacher. 5. Eight computers	8/30/04 to 5/20/05	35 students participated in the program. Five of these student withdrew from school during the year.	Weekly log of individual student's grade point averages. 5 students withdrew from school. 5 students had little or no significant gain/improvement 3 students raised their GPA's to 1.5-1.9 5 students raised their GPA's to 2.0-2.4 17 students raised their GPA's to 2.5-3.0 or higher	25 students improved their GPA by.5 points, or reached a projected goal of a 2.5 GPA. Participating in the tracker/training program teaches student the skills needed to improve their GPA by .5 points.

Principal's Signature   _7/8/05._   Date of Staff Presentation   _Dianne A Brown_

Principal's Signature   Date   Date of Staff Presentation   Prepared by

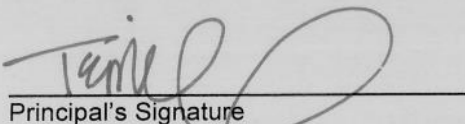*adapted from the ASCA National Model: A Framework for School Counseling Programs

Timberline Middle School Tracking 2004-2005 (4th term GPA)

By Barbara Williams and Jan Larson

Dianne

Students Name & Grade		GPA Weekly Totals										
		Mar 25	Apr 1	Apr 8	Apr 15	Apr 22	Apr 29	May 6	May 13	May 20	May 27	
Tanne	8	1.35	0.67	0.73	0.53		0.68	0.96	0.87	0.91		
Kyle E	7		*	*	*		1.21	0.75	1.48	1.53		
Thom:	7	0	1.69	1.9	2.24	S	2.4	2.36	1.73	2.05		
Ashlyr	9	4	3.2	2.12	1.73	P	1.73	1.68	1.47	1.37	—	
Nick [	8	0	0	0.28	0.68	R	0.68	0.67	0.68	1.4		
Kyson	7	0	0.5	2.34	2.31	I	1.78	1.83	1.95	2.61		
Tim H	7	1.35	0.5	0.23	0.97	N	1.77	1.93	1.59	2.36		
Hans	9	1.18	0.9	2.5	2.07	G	2.23	2.7	3	Graduated	*	*
Chase	9	2.37	0.96	1.36	2.16		1.68	1.4	0.54	0.54		
Damo	8	1.68	1.51	0.9	0.73		0.55	0.8	1.56	1.85		
Brook	9	2.4	2.47	0.23	1.18		1.18	1.35	2.03	2.13		
Matthe	7	*	*	*	*		1.26	1.21	1.56	1.68		
Dallin	7	0	2.07	1.85	1.6		2.08	2.11	1.78	2.24		
Tanne en	8	0	0.83	0.17	0.24	B	0.67	0.39	0.49	0.91		
Ashlee	9	2.67	0.88	1.96	2.48	R	2.08	2.35	2.36	2.45		
						E						
						A						
						K						
Graduated:		Final	Three	Weeks		Finished						
Zack	7	2.06	4	3.75		4-Feb						
Jed E 1	9	2.93	2.91	3.21		5-Nov						
Ryan	7	2.25	2.53	2.66		18-Feb						
Katie	7	2.26	1.83	2.28		21-Jan						
Cami	7	1.51	2.62	2.55		11-Feb						
Kyle	9	1.93	2.46	2.6		21-Jan						
Tabit	7	2.8	2.11	2.76		25-Mar						
Cam	9	0	2	2.34		4-Feb						
Amy	8	2	3.03	2.8		11-Feb						
Kirst	8	1.99	1.83	2.05		25-Feb						
Chris	7	2.26	2.85	3.06		3-Nov						
Alain	8	2.33	2.39	2.8		3-Nov						
Alec	7	1.51	3.5	3.21		4-Feb						
Sae	7	1.69	1.88	2.36		5-Nov						
Wes	7	3.12	2.46	2.99		25-Feb						
Withdrawn:												
Tess	9											
Jose	9											
Brook	9											
Cam	7											
Rach	8											